

Hillsborough County Public Schools

Shields Middle School



2017-18 Schoolwide Improvement Plan

Shields Middle School

15732 BETH SHIELDS WAY, Ruskin, FL 33573

[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	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Shields 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.

Our mission here at Shields Middle School is to prepare all students to be productive, respectful citizens that are college and/or career bound.

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:

Preparing 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.

This year we started a new event for incoming 6th grade families called the Sailfish Invasion. Parents and students are invited to come out during the summer on July 31, 4:30 to 7pm to tour the school, do team building activities, scavenger hunt for students and information sessions for parents. Students are also welcomed at our annual open house to learn about the school and for our teachers to meet and greet parents and students. Throughout the school year on Tuesdays, we implement SEL (social emotional learning) for all students during homeroom. Through SEL, students learn team building and communicating respectfully with each other. Teachers also complete a getting to know you activity with students so that they can learn more about them. With 65 percent of student population coming from a Hispanic Heritage background, we will host activities to raise awareness and celebrate their culture. This school year the master schedule was created so that students and teachers are in teams. This creates a sense of belonging for students and teachers. We also have the Check & Connect program where teachers will be assigned to a student who needs additional support and mentorship.

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

Shields has implemented safety initiatives that allow our students to feel secure and have a strong learning environment. We have duties set up in the morning and afternoon to monitor student occupied areas. We utilize assistant teachers on a rotation through the hallways to monitor movement between and during classes. All teachers are at their doorways during every passing to also ensure added safety during the passing periods. This year, we created a separate bell schedule for 6th grade students to reduce crowding in hallways and provide a sense of comfort for 6th grade students. 6th grade students are also dismissed before 7th and 8th grade students to allow them time to locate buses and seek assistance from adults as needed. Boys and Girls Club provides tutoring, culture experiences, and enrichment for students as a free service to our parents before and after school. Our school resource deputy has a crime watch program that consists of model students that monitor the restrooms/hallways throughout class periods. These students carry a radio so they can report to our deputy if there is a safety issue they see. After school it is the expectation of all teachers to walk their class to the bus ramp during dismissal to add more supervision to the campus. School

administrators, guidance counselors, social worker, success coach and psychologist are available for students to seek assistance anytime during the school day.

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.

At Shields Middle School we have implemented the following school wide programs: C.H.A.M.P.S. , Sailfish P.R.I.D.E./P.B.I.S., and S.E.L.

CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) is implemented to establish school wide consistent procedures. Teachers were trained CHAMPS during preplanning so that the expectations are implemented in the classroom as well.

Sailfish PRIDE & PBIS (Present and on time, Respect all persons and property, Interact Responsibly, Decide to follow directions, and Engage in learning) were established to provide students with a school wide system of expectations. Students were taught this acronym during the first days of school. PRIDE will be reiterated to students throughout the year. PBIS was implemented to provide students with positive incentives for behavior, attendance, and academics. Students earn Sailfish dollars when they are meeting PRIDE expectations. This includes "wheel of fortune" during lunch, the student store, 300 Club, PBIS special events, and PRIDE celebration.

S.E.L. was implemented to provide students with Social and Emotional Learning experiences to allow students to learn team building, breathing techniques, communicating respectfully with others, and relationship building with their teacher.

Grade level "huddle" meetings took place during the first week of school where students met with their grade level administrator to review expectations and procedures. Grade level huddles are ongoing throughout the school year.

Students and teachers reviewed school wide procedures and expectations during the first four days of school each class period. Faculty and staff were trained on these procedures during preplanning.

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.

The Student Services Department at Shields Middle School includes the Guidance Counselors, Social Worker, School Psychologist, Student Success Specialists and School Resource Officer. This group of professionals are responsible for addressing the social-emotional needs of students. Students who demonstrate a need in this area are provided with mentoring, coaching, and brief, solution-focused counseling as necessary. Students can fill out a wish to see form in regards to a non emergency situation when they need to speak with any of these professionals. Mentoring for students who need more one on one is provided through the Check-and-Connect framework. When a student's social-emotional state persists we provide the family with a referral for a continuum of outside resources ranging from community programs, DACCO case management services, and mental health/crisis counseling. Elective teachers also provide students with lessons in Social Emotional Learning during the first quarter and periodic lessons throughout the remainder of the year.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Attendance secretary (Vicki Berkowitz), social worker (Alma Aguirre), school psychologist and all guidance counselors monitor school-wide attendance and individual attendance rates of students. Students review an attendance warning letter at the tenth absence. Home visits are conducted with social worker, success coach, and migrant advocates for students with attendance concern. This team reviews attendance weekly via Edconnect and KPI data. Guidance counselors, ESE specialist, success coach and administrative staff monitor student suspensions weekly.

Suspensions are monitored by administrators, guidance counselors and student success coach. Once a student returns from a suspension, the guidance counselors and or school administrator conducts a re-entry plan with their grade level student. Student out of school suspensions will be reduced with restorative justice practices to include Peer Jury, building relationships with students, utilization of Behavior Tracker for interventions, MTSS-RTI processes, and team incentives.

Course failures are monitored by guidance department, administrators, and student success coach. Students are enrolled in before/after school tutoring, ELP, and FLVS to support grade promotion. Students who score a level 1 on FSA ELA are scheduled in reading classes according to their scale score. Students who score a level 1 on FSA math are scheduled in an intensive class for additional support. Academic coaching staff/Subject Area Leaders work with teachers and students to improve academic performance. Progress monitoring with common assessments and tutorials will be used to help students make learning gains. Teacher were trained during preplanning how to unpack learning standards and lesson plan with the standards. This will continue throughout the year in PLCs. PLC training will take place on September 11th to provide teacher leaders with the tools to run an effective PLC meeting. Teachers were scheduled common planning periods to allow for collaborative planning amongst content area teachers.

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	48	37	49	0	0	0	0	134	
One or more suspensions	0	0	0	0	0	0	118	82	103	0	0	0	0	303	
Course failure in ELA or Math	0	0	0	0	0	0	32	54	90	0	0	0	0	176	
Level 1 on statewide assessment	0	0	0	0	0	0	224	189	250	0	0	0	0	663	

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	26	13	136	0	0	0	0	175

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

- Students will attend tutorial programs to remediate and focus on FSA standards.
- Students in the STEP program were placed on a team together with common teachers. These students will be monitored by curriculum AP and success coach.
- Lunch and Learns during lunch time are being used to remediate with students during the day.

- Teachers are lesson planning with FSA standards.
- Teachers are progress monitoring their students with common assessments.
- Teachers are disaggregating the data from common assessments to determine next steps.
- Student Success Coach and social worker will conduct home visits with students as necessary to provide additional support to parents and students who are struggling.
- Administration is also in constant communication with guidance counselors, success coach, academic coaches and teachers (RTI, FBS, attendance, etc.) to ensure students that have early warning indicators are constantly monitored.
- Partnership with the Boys and Girls Club provides additional assistance in academics and character development through out before and afterschool program.

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

Sailfish Invasion, 7/31/17
 Grandparent Breakfast 9/7/17
 Parent Night 9/28/17
 Community Yard Sale 10/21/17
 Hispanic Heritage Extravaganza 10/11/17
 Family Harvest Event 11/16/17
 Community Health Fair Event 1/18
 Conference Nights mid-way of each 9 weeks
 Progress Reports mid-way of each 9 weeks
 Blackboard Parent links
 Twitter
 Facebook
 School webpage

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.

Shields reaches out to many community partners. Shields has partnered with the SouthShore Chamber of Commerce and the American Association of University Women to mentor our ladies in the areas of STEM. This partnership also includes an opportunity for our students to attend a STEM summer camp. Partnership with Lowe's, Home Depot, and local nurseries has provided our school and students with supplies to beautify the school. This occurs before and after school and includes a number of students and teachers who volunteer their time to work on the campus. In addition, we also partner with Charlie Sellick with Horace Mann and PDQ. A partnership with Boys and Girls Club has provided our students with free summer camp, and will continue to provide before and after school care free of cost. This program has a curriculum that is aligned to engineering and allows our students to work collaborative to

solve problems.

Sailfish Invasion, 7/31/17
Grandparent Breakfast 9/7/17
Parent Night 9/28/17
Community Yard Sale 10/21/17
Hispanic Heritage Extravaganza 10/11/17
Family Harvest Event 11/16/17
Community Health Fair Event 1/18
Conference Nights mid-way of each 9 weeks
Progress Reports mid-way of each 9 weeks
Blackboard Parent links
Twitter
Facebook
School webpage

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
Brown, Tiatasha	Principal
Brooks, Brad	Assistant Principal
Carr, Colleen	Assistant Principal
Stingone, Robert	Assistant Principal

b. Duties

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

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

The leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Student Affairs
- Assistant Principal for Student Affairs
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, Writing)
- ESE Specialist
- Subject Area Leaders (Science, Social Studies)
- SAC Chair
- ELP Coordinator (Curriculum AP)
- ELL Representative
- Attendance Committee Representative

- Behavior Team Representative or Behavior Specialist/Coach
(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

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

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

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

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

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

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

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

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

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.

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

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

- o Analyze student outcomes and make data-driven decisions:

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

- o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
- o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
- o Develop and target interventions based on confirmed hypotheses.
- o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- o Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
- o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- o Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

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

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

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

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

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

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.

- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

NA

Nutrition Programs
NA

Housing Programs
NA

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
Debra Ellis	Teacher
Angela Sabala	Teacher
Rina La Rosa	Teacher
Herlene Beausejour-Bell	Parent
Charlie Sellick	Business/Community
Ariana Degel	Student
Jacob Seveja	Student
Membership is documented through the Office of School Improvement	Student

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

6th grade - % scoring 3 and above 7th grade - % scoring 3 and above 8th grade - % scoring 3 and above

2017 2016 16-17 Differential 2017 2016 16-17 Differential 2017 2016 16-17 Differential

State 52 52 0 52 49 3 55 57 -2

District 49 51 -2 54 50 4 53 53 0

ELA 25 23 2 23 22 1 24 28 -4

State 51 50 1 53 52 1 46 48 -2

District 47 48 -1 61 60 1 28 33 -5

Math 15 17 -2 40 39 1 12 19 -7

State 62 55 7
District 64 56 8
Algebra EOC 86 92 -6

State 70 67 3
District 67 66 1
Civics EOC 36 40 -4

State 48 48 0
District 47 47 0
Science (SSA) 24 28 -4

b. Development of this school improvement plan

I.B.2. Describe the involvement of the SAC in the development of this school improvement plan.

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

c. Preparation of the school's annual budget and plan

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

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.

Ongoing recruitment of parent and community members

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
Gottman, Lisa	Instructional Coach
Hawkins, Charlene	Other

b. Duties

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

LLT promotes literacy within the school through encouraging parent involvement via our Literacy Family Nights (one per semester), making reading fun via our Read Across America Week activities (in January), and analyzing student data to create a plan of action for addressing the literacy needs of our school as a whole. Students are afforded 10 minutes in the schedule for Drop Everything And Read time. The team will analyse Literacy Design Collaborative writing samples to provide support and feedback to teachers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 are given common planning in order to hold cooperative PLC's with coaches and one another.
- Bi-weekly PLC's will be held where teachers can discuss content and instructional strategies.
- Committees are created and lead by volunteering teachers to promote positive working relationships among teachers.
- Incentives are used to foster collaboration and positive working relationships such as Teacher PBS Bucks and Coke and Compliment time during faculty meetings.

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

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

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.

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

I.C.7.a. Describe your school's teacher mentoring program/plan including the rationale for pairings and planned mentoring activities.

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

Teachers are scheduled in teams this year and are assigned a buddy teacher.

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

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

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

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

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

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

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

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

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention

plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

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

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

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: 4,000

Tutorials are created to provide additional support to students in all content areas. Teacher are available to assist students in the various contents.

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Brooks, Brad, brad.brooks@sdhc.k12.fl.us

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

KPI academic indicator of percent of students who passed ELA/Math will be pulled and review to determine effectiveness of tutorials in addition to formative assessments and semester exams.

Strategy: Extended School Day

Minutes added to school year: 4,000

Boys and Girls Club provides a morning and after-school program for students to include enrichment activities which tie into state standards and curriculum.

Strategy Rationale

Certified teachers assist in the tutoring and BGC staff aligns all activities to state standards and students curriculum.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Brooks, Brad, brad.brooks@sdhc.k12.fl.us

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

Data chats with BGC staff and quarterly reports from BGC is provided to school.

Strategy: Before School Program

Minutes added to school year: 4,000

Before school tutoring is available to provide all students more time to demonstrate content mastery. Teachers in all content areas are available.

Strategy Rationale

Expert and high performing teachers are available to tutor students who may be struggling in their content areas. This will help them to be more successful in their coursework.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Brooks, Brad, brad.brooks@sdhc.k12.fl.us

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

Teachers will turn in data on students who frequently attend and monitor the learning trends for those students.

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, Â§ 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.

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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.

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

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

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

Courses and coursework are established in Professional Learning Communities, High School Credit Course, Accelerated math program for incoming 6th graders, 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 post-secondary 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.

I.I.3. Describe strategies for improving student readiness for the public post-secondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.

District-Level

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

Our district provides a variety of opportunities for students to learn about career pathways at post-secondary 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 post-secondary 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 post-secondary institutions across the state of Florida.

School-Level

Students may participate in the following:

- Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
- PSAT 8/9 administered to all 8th graders in October.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- Through the AVID program, students are engaged in on-going college readiness activities.
- 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.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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" 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

 = 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.** Our overall school grade will improve from a D to a B by focusing on unpacking FSA standards and lesson planning with the standards. We are focusing on learning gains for all students. In ELA our focus will be on Key Ideas and Details instruction in all content areas. Common and district assessments will be used to progress monitor student mastery of FSA tested standards.

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

G098711

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 2
- Technology upgrades/updates to support instructional technology and bolster students' 21st century skills
- Differentiated support is needed to support unique student needs
- Need for wraparound services

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Tiatasha Brown

Schedule

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

Evidence of Completion

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

G2. Our overall school grade will improve from a D to a B by focusing on unpacking FSA standards and lesson planning with the standards. We are focusing on learning gains for all students. In ELA our focus will be on Key Ideas and Details instruction in all content areas. Common and district assessments will be used to progress monitor student mastery of FSA tested standards. 1a

G098712

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	70.0
Civics EOC Pass	50.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Continued PD on unpacking FSA standards
- Continued support on lesson planning to the rigor of the standards
- Strategies to support learning gains and what each student needs to achieve to demonstrate a learning gain.
- Additional PD for addressing Key Ideas and Details in their instruction.
- Teachers will need additional strategies for supporting ELL students with 65% of school demographics reflecting ELL students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development during preplanning
- Support in content area PLCs
- Site-based professional development
- Academic Coaches
- School City
- Online Springboard assessments
- District formative assessments

Plan to Monitor Progress Toward G2. 8

Lesson plans will be reviewed, data from district and common assessments, PLC forms will be reviewed, praise and polish walkthrough forms

Person Responsible

Robert Stingone

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Lesson plans will be reviewed, data from district and common assessments, PLC forms will be reviewed, praise and polish walkthrough forms

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**

 G098711

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

 B265635

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**

 S281562

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

Tiatasha Brown

Schedule

On 8/31/2018

Evidence of Completion

Staff allocation report

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

Job-embedded support is being provided to teachers that supports the problem solving process and student academic achievement

Person Responsible

Tiatasha Brown

Schedule

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

Evidence of Completion

Coaching logs, PLC 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

Tiatasha Brown

Schedule

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

Evidence of Completion

Walkthroughs/observations, student achievement data

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

 B265636

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

 S281563

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 technology walk-through, the needs assessment, and the overall needs of the school, a prioritized list of technology needs is developed

Person Responsible

Tiatasha Brown

Schedule

Evidence of Completion

Purchase Orders

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

New and/or upgraded technology is purchased as needed

Person Responsible

Tiatasha Brown

Schedule

Evidence of Completion

purchase orders, receivers

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

Students have access to new and upgraded instructional technology

Person Responsible

Tiatasha Brown


Schedule

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

Evidence of Completion

Walkthroughs/observations

G1.B3 Differentiated support is needed to support unique student needs 2

 B265637

G1.B3.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

 S281564

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/Rtl 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/Rtl systems, as reflected in the budget narrative

Person Responsible

Tiatasha Brown

Schedule

On 8/31/2018

Evidence of Completion

Staff allocation reports

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

Supplemental support in the form of personnel has been provided, based on the needs, as described in the budget narrative.

Person Responsible

Tiatasha Brown

Schedule

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

Evidence of Completion

personnel allocation records

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

Students are being supported through access to support personnel differentiated to meet their needs, as reflected in the budget narrative.

Person Responsible

Tiatasha Brown


Schedule

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

Evidence of Completion

walkthroughs/observations

G1.B4 Need for wraparound services 2

 B265638

G1.B4.S1 S1 Include additional school personnel to support students and families as needed, as reflected in the budget narrative 4

 S281565

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

Tiatasha Brown

Schedule

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

Evidence of Completion

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

Supplemental support personnel have been added

Person Responsible

Tiatasha Brown

Schedule

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

Evidence of Completion

personnel allocation report

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

Students and families supported through PS/MTSS-Rtl process

Person Responsible

Tiatasha Brown

Schedule

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

Evidence of Completion

EWS data

G2. Our overall school grade will improve from a D to a B by focusing on unpacking FSA standards and lesson planning with the standards. We are focusing on learning gains for all students. In ELA our focus will be on Key Ideas and Details instruction in all content areas. Common and district assessments will be used to progress monitor student mastery of FSA tested standards. 1

G098712

G2.B1 Continued PD on unpacking FSA standards 2

B265639

G2.B1.S1 Teachers were trained how to unpack the FSA standards and how to lesson plan with the standard. 4

S281566

Strategy Rationale

Training teachers to unpack and lesson plan with the standards is an action step to meeting our goal of improving school grade to a B.

Action Step 1 5

Professional development on how to unpack an FSA standard.

Person Responsible

Tiatasha Brown

Schedule

On 8/4/2017

Evidence of Completion

Copy of Unpacking forms and sign in sheet

Action Step 2 5

Professional development on how to unpack an FSA standard will continue in content area PLCs.

Person Responsible

Tiatasha Brown

Schedule

Biweekly, from 8/21/2017 to 5/14/2018

Evidence of Completion

PLC agenda/notes

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

Teachers will have lesson plans with standard available in classroom upon request.

Person Responsible

Tiatasha Brown

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Data gathered from praise and polish walkthrough form that tracks use of lesson plans with standard unpacked.

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

Quality of instruction should improve from effective lesson planning with the FSA standards. Praise and polish walkthrough form has a list of expectations for every classroom. The form will be used to capture whether expectations are being met or not.

Person Responsible

Brad Brooks


Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Data collected from praise and polish walkthrough form

G2.B2 Continued support on lesson planning to the rigor of the standards **2**

 B265640

G2.B2.S1 Teachers were trained how to lesson plan with the FSA standards using a modified backwards design lesson planning form and the unpacking the standards form. **4**

 S281567

Strategy Rationale

Training teachers to lesson plan with the standards is an action step to meeting our goal of improving school grade to a B.

Action Step 1 **5**

Teachers where trained to lesson plan with their content area standards

Person Responsible

Tiatasha Brown

Schedule

On 8/4/2017

Evidence of Completion

Lesson planning format form, FSA standards practice sheets by content, sign-in sheets

Action Step 2 **5**

Lesson planning with the content area standards will continue in PLCs.

Person Responsible

Danette Lyles

Schedule

Biweekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Notes from PLC meetings

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

Grade level administrators assigned to content area PLCs. In addition academic coaches have responsibility of overseeing PLCs working on planning with the standards.

Person Responsible

Colleen Carr

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

PLC logs

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

Review of PLC logs

Person Responsible

Colleen Carr


Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

PLC logs

G2.B3 Strategies to support learning gains and what each student needs to achieve to demonstrate a learning gain. 2

 B265641

G2.B3.S1 Teachers will be trained on what constitutes a learning gain for their students. 4

 S281568

Strategy Rationale

Once teachers know what a learning gain is they can then plan their lessons and instruction to ensure this occurs.

Action Step 1 5

During preplanning, teachers received a training on what is a learning gain and how can a student demonstrate a learning gain.

Person Responsible

Tiatasha Brown

Schedule

On 8/2/2017

Evidence of Completion

training sign-in sheets, hand outs from training

G2.B3.S2 Teachers will pull up their students' FSA reading data for each class from IPT (instructional planning tool). Using the learning gains table, they will determine how many points each individual student needs to demonstrate a learning gain. 4

 S281569

Strategy Rationale

Once teachers know what each student needs to earn to demonstrate a learning gain, they can then plan to differentiate instruction to meet the needs of students.

Action Step 1 5

Teachers were divided into their content areas and were assigned to a computer lab. In the lab, the subject area leader walked teachers through how to log in and pull student data from IPT.

Person Responsible

Danette Lyles

Schedule

On 8/2/2017

Evidence of Completion

sign in sheet, academic coach present and physically monitoring each teacher in their department completing this activity.

G2.B3.S3 Teachers will use district and common assessments to help progress monitor their students progression towards mastery of FSA tested learning standards. 4

 S281570

Strategy Rationale

Using common assessments to progress monitor will aid in students moving towards the goal of making learning gains.

Action Step 1 5

Teachers will use School City, Springboard online assessments, and district formative assessments to aid in progress monitoring of students making progress towards learning gains.

Person Responsible

Brad Brooks

Schedule

Monthly, from 9/1/2017 to 4/6/2018

Evidence of Completion

Data in School City and Clever will be evidence of use of common assessments.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Meetings with academic coaches occur weekly. Have coaches bring data from common and district assessments to meeting.

Person Responsible

Tiatasha Brown

Schedule

Monthly, from 9/1/2017 to 4/6/2018

Evidence of Completion

Data in School City and Spring board assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

School City, data from online Springboard assessments

Person Responsible

Tiatasha Brown

Schedule

Monthly, from 9/1/2017 to 4/6/2018

Evidence of Completion

Data from School City, online Springboard assessments

G2.B4 Additional PD for addressing Key Ideas and Details in their instruction. 2

 B265642

G2.B4.S1 Teachers will be trained on how to focus on Key Ideas and Details in their content areas. 4

 S281571

Strategy Rationale

Focusing on Key Ideas and Details will help increase achievement on FSA ELA achievement school wide.

Action Step 1 5

A rolling in service training on August 30th will be required for all instructional staff to help them learn strategies to teach Key Ideas and Details in their specific content area. This training will take place quarterly throughout the first three quarters of the year.

Person Responsible

Lisa Gottman

Schedule

Quarterly, from 8/30/2017 to 3/9/2018

Evidence of Completion

Materials from the training, sign-in sheets, data from praise and polish walk through forms

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Praise and Polish walk through form was created to capture the use of Key Ideas and Details instructional strategies.

Person Responsible

Tiatasha Brown

Schedule

Biweekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Data collected from praise and polish from will identify what percent of faculty is using Key Ideas and Details instructional strategies.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Praise and Polish walk through form

Person Responsible

Tiatasha Brown


Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Data from praise and polish walk though form

G2.B5 Teachers will need additional strategies for supporting ELL students with 65% of school demographics reflecting ELL students. **2**

 B265643

G2.B5.S1 With 65% of our student population coming from an ELL background, teachers will need to have best instructional strategies for ELL students in their tool kit. **4**

 S281572

Strategy Rationale

Using ELL instructional strategies will help improve instructional and increase learning therefore helping to improve school grade.

Action Step 1 **5**

A rolling in service training will take place on September 11th for all instructional staff. Review of these strategies will continue throughout the school year in content areas PLCs.

Person Responsible

Marisol Montoya

Schedule

On 5/18/2018

Evidence of Completion

Materials from training, sign-in sheet

Action Step 2 **5**

Increased use of up-to-date instructional technology to increase student engagement and offer additional opportunities for differentiation (pending grant approval)

Person Responsible

Tiatasha Brown

Schedule

On 5/25/2018

Evidence of Completion

Technology walkthrough quote

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Walk through data gathered by department

Person Responsible

Brad Brooks

Schedule

Monthly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Praise and Polish walk through form

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Praise and polish walk through form was created to capture the instructional strategies teachers were trained on.

Person Responsible

Tiatasha Brown

Schedule

















Monthly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Praise and polish walk through form

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					
G1.B2.S1.MA1 M411936	New and/or upgraded technology is purchased as needed	Brown, Tiatasha	10/2/2017	purchase orders, receivers	No End Date one-time
G1.B2.S1.A1 A379774	Based on the technology walk-through, the needs assessment, and the overall needs of the school, a...	Brown, Tiatasha	9/1/2017	Purchase Orders	No End Date one-time
G2.B3.S1.A1 A379781	During preplanning, teachers received a training on what is a learning gain and how can a student...	Brown, Tiatasha	8/2/2017	training sign-in sheets, hand outs from training	8/2/2017 one-time
G2.B3.S2.A1 A379782	Teachers were divided into their content areas and were assigned to a computer lab. In the lab,...	Lyles, Danette	8/2/2017	sign in sheet, academic coach present and physically monitoring each teacher in their department completing this activity.	8/2/2017 one-time
G2.B1.S1.A1 A379777	Professional development on how to unpack an FSA standard.	Brown, Tiatasha	8/4/2017	Copy of Unpacking forms and sign in sheet	8/4/2017 one-time
G2.B2.S1.A1 A379779	Teachers where trained to lesson plan with their content area standards	Brown, Tiatasha	8/4/2017	Lesson planning format form, FSA standards practice sheets by content, sign-in sheets	8/4/2017 one-time
G2.B4.S1.A1 A379784	A rolling in service training on August 30th will be required for all instructional staff to help...	Gottman, Lisa	8/30/2017	Materials from the training, sign-in sheets, data from praise and polish walk through forms	3/9/2018 quarterly
G2.B3.S3.MA1 M411946	School City, data from online Springboard assessments	Brown, Tiatasha	9/1/2017	Data from School City, online Springboard assessments	4/6/2018 monthly
G2.B3.S3.MA1 M411947	Meetings with academic coaches occur weekly. Have coaches bring data from common and district...	Brown, Tiatasha	9/1/2017	Data in School City and Spring board assessments	4/6/2018 monthly
G2.B3.S3.A1 A379783	Teachers will use School City, Springboard online assessments, and district formative assessments...	Brooks, Brad	9/1/2017	Data in School City and Clever will be evidence of use of common assessments.	4/6/2018 monthly
G2.B1.S1.A2 A379778	Professional development on how to unpack an FSA standard will continue in content area PLCs.	Brown, Tiatasha	8/21/2017	PLC agenda/notes	5/14/2018 biweekly
G2.MA1 M411952	Lesson plans will be reviewed, data from district and common assessments, PLC forms will be...	Stingone, Robert	9/1/2017	Lesson plans will be reviewed, data from district and common assessments, PLC forms will be reviewed, praise and polish walkthrough forms	5/18/2018 monthly
G2.B1.S1.MA1 M411942	Quality of instruction should improve from effective lesson planning with the FSA standards....	Brooks, Brad	9/1/2017	Data collected from praise and polish walkthrough form	5/18/2018 quarterly
G2.B1.S1.MA1 M411943	Teachers will have lesson plans with standard available in classroom upon request.	Brown, Tiatasha	9/1/2017	Data gathered from praise and polish walkthrough form that tracks use of lesson plans with standard unpacked.	5/18/2018 monthly
G2.B2.S1.MA1 M411944	Review of PLC logs	Carr, Colleen	9/1/2017	PLC logs	5/18/2018 monthly
G2.B2.S1.MA1 M411945	Grade level administrators assigned to content area PLCs. In addition academic coaches have...	Carr, Colleen	9/1/2017	PLC logs	5/18/2018 monthly
G2.B2.S1.A2 A379780	Lesson planning with the content area standards will continue in PLCs.	Lyles, Danette	9/1/2017	Notes from PLC meetings	5/18/2018 biweekly
G2.B4.S1.MA1 M411948	Praise and Polish walk through form	Brown, Tiatasha	9/1/2017	Data from praise and polish walk though form	5/18/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1  M411949	Praise and Polish walk through form was created to capture the use of Key Ideas and Details...	Brown, Tiatasha	9/1/2017	Data collected from praise and polish from will identify what percent of faculty is using Key Ideas and Details instructional strategies.	5/18/2018 biweekly
G2.B5.S1.MA1  M411950	Praise and polish walk though form was created to capture the instructional strategies teachers...	Brown, Tiatasha	9/18/2017	Praise and polish walk through form	5/18/2018 monthly
G2.B5.S1.MA1  M411951	Walk though data gathered by department	Brooks, Brad	9/18/2017	Praise and Polish walk through form	5/18/2018 monthly
G2.B5.S1.A1  A379785	A rolling in service training will take place on September 11th for all instructional staff...	Montoya, Marisol	9/12/2017	Materials from training, sign-in sheet	5/18/2018 one-time
G1.MA1  M411941	Our personnel are able to utilize the problem solving process to create and sustain effective...	Brown, Tiatasha	10/2/2017	KPI data, FSA data, school grade data, teacher evaluation data	5/25/2018 quarterly
G1.B1.S1.MA1  M411933	Teachers are developing their capacity to deliver rigorous instruction, supporting student academic...	Brown, Tiatasha	10/2/2017	Walkthroughs/observations, student achievement data	5/25/2018 quarterly
G1.B1.S1.MA1  M411934	Job-embedded support is being provided to teachers that supports the problem solving process and...	Brown, Tiatasha	10/2/2017	Coaching logs, PLC logs	5/25/2018 monthly
G1.B2.S1.MA1  M411935	Students have access to new and upgraded instructional technology	Brown, Tiatasha	10/2/2017	Walkthroughs/observations	5/25/2018 quarterly
G1.B3.S1.MA1  M411937	Students are being supported through access to support personnel differentiated to meet their...	Brown, Tiatasha	10/2/2017	walkthroughs/observations	5/25/2018 quarterly
G1.B3.S1.MA1  M411938	Supplemental support in the form of personnel has been provided, based on the needs, as described...	Brown, Tiatasha	10/2/2017	personnel allocation records	5/25/2018 quarterly
G1.B4.S1.MA1  M411939	Students and families supported through PS/MTSS-Rtl process	Brown, Tiatasha	10/2/2017	EWS data	5/25/2018 quarterly
G1.B4.S1.MA1  M411940	Supplemental support personnel have been added	Brown, Tiatasha	10/2/2017	personnel allocation report	5/25/2018 daily
G2.B5.S1.A2  A379786	Increased use of up-to-date instructional technology to increase student engagement and offer...	Brown, Tiatasha	10/2/2017	Technology walkthrough quote	5/25/2018 one-time
G1.B1.S1.A1  A379773	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher...	Brown, Tiatasha	9/1/2017	Staff allocation report	8/31/2018 one-time
G1.B3.S1.A1  A379775	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support...	Brown, Tiatasha	9/1/2017	Staff allocation reports	8/31/2018 one-time
G1.B4.S1.A1  A379776	Support students and families through additional support services personnel to include social...	Brown, Tiatasha	9/1/2017		8/31/2018 daily

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 2

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.

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, Leadership Team

Participants

All Faculty

Schedule

On 8/31/2018

G2. Our overall school grade will improve from a D to a B by focusing on unpacking FSA standards and lesson planning with the standards. We are focusing on learning gains for all students. In ELA our focus will be on Key Ideas and Details instruction in all content areas. Common and district assessments will be used to progress monitor student mastery of FSA tested standards.

G2.B1 Continued PD on unpacking FSA standards

G2.B1.S1 Teachers were trained how to unpack the FSA standards and how to lesson plan with the standard.

PD Opportunity 1

Professional development on how to unpack an FSA standard.

Facilitator

Tiatasha Brown

Participants

ALL instructional staff

Schedule

On 8/4/2017

G2.B2 Continued support on lesson planning to the rigor of the standards

G2.B2.S1 Teachers were trained how to lesson plan with the FSA standards using a modified backwards design lesson planning form and the unpacking the standards form.

PD Opportunity 1

Teachers where trained to lesson plan with their content area standards

Facilitator

Tiatasha Brown

Participants

ALL instructional staff

Schedule

On 8/4/2017

G2.B3 Strategies to support learning gains and what each student needs to achieve to demonstrate a learning gain.

G2.B3.S1 Teachers will be trained on what constitutes a learning gain for their students.

PD Opportunity 1

During preplanning, teachers received a training on what is a learning gain and how can a student demonstrate a learning gain.

Facilitator

Tiatasha Brown

Participants

ALL instructional staff

Schedule

On 8/2/2017

G2.B4 Additional PD for addressing Key Ideas and Details in their instruction.

G2.B4.S1 Teachers will be trained on how to focus on Key Ideas and Details in their content areas.

PD Opportunity 1

A rolling in service training on August 30th will be required for all instructional staff to help them learn strategies to teach Key Ideas and Details in their specific content area. This training will take place quarterly throughout the first three quarters of the year.

Facilitator

Lisa Gottman, Philomina Exceus

Participants

ALL instructional staff

Schedule

Quarterly, from 8/30/2017 to 3/9/2018

G2.B5 Teachers will need additional strategies for supporting ELL students with 65% of school demographics reflecting ELL students.

G2.B5.S1 With 65% of our student population coming from an ELL background, teachers will need to have best instructional strategies for ELL students in their tool kit.

PD Opportunity 1

A rolling in service training will take place on September 11th for all instructional staff. Review of these strategies will continue throughout the school year in content areas PLCs.

Facilitator

Herlene Beausejour- Bell, Philomina Exceus, Lisa Gottman

Participants

All instructional staff

Schedule

On 5/18/2018

VI. Technical Assistance Items

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

G2. Our overall school grade will improve from a D to a B by focusing on unpacking FSA standards and lesson planning with the standards. We are focusing on learning gains for all students. In ELA our focus will be on Key Ideas and Details instruction in all content areas. Common and district assessments will be used to progress monitor student mastery of FSA tested standards.

G2.B3 Strategies to support learning gains and what each student needs to achieve to demonstrate a learning gain.

G2.B3.S2 Teachers will pull up their students' FSA reading data for each class from IPT (instructional planning tool). Using the learning gains table, they will determine how many points each individual student needs to demonstrate a learning gain.

TA Opportunity 1

Teachers were divided into their content areas and were assigned to a computer lab. In the lab, the subject area leader walked teachers through how to log in and pull student data from IPT.

Facilitator

Danette Hills, Lisa Gottman, Philomina Exceus, Debra Ellis, Karen Johnson

Participants

ALL instructional staff

Schedule

On 8/2/2017

G2.B3.S3 Teachers will use district and common assessments to help progress monitor their students progression towards mastery of FSA tested learning standards.

TA Opportunity 1

Teachers will use School City, Springboard online assessments, and district formative assessments to aid in progress monitoring of students making progress towards learning gains.

Facilitator

Danette Hills, Philomina Exceus, Karen Johnson, Debra Ellis, Colleen Carr

Participants

ALL instructional personnel

Schedule

Monthly, from 9/1/2017 to 4/6/2018

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)				\$263,419.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0055 - Shields Middle School	UniSIG	1.66	\$131,052.00
			Notes: 83% of 1 Math Resource Teacher and 1 Writing Resource Teacher along with fringe			
	6120	130-Other Certified Instructional Personnel	0055 - Shields Middle School	UniSIG	0.83	\$50,287.00
			Notes: 83% of 1.0 Student Success Coach along with fringe			
	6400	130-Other Certified Instructional Personnel	0055 - Shields Middle School	UniSIG	0.83	\$72,057.00
			Notes: 83% of 1.0 Reading Coach along with fringe			
	5100	510-Supplies	0055 - Shields Middle School	UniSIG	0.0	\$10,023.00
			Notes: Classroom Supplies to include projector bulbs @ 61.22 x 20 and paper, Logitech USB Speakers 16,54 x 80, Cart @ 189.99, copy paper, ink, toner, laminating film			
2	G1.B2.S1.A1	Based on the technology walk-through, the needs assessment, and the overall needs of the school, a prioritized list of technology needs is developed				\$194,090.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0055 - Shields Middle School	UniSIG	0.0	\$132,370.00
			Notes: LenovoN24 Student Laptops30 @ 324 and Microsoft 30 @ 75, Spectrum Charging Cart, Leonova Yoga @721 x 6; HP Probook @663 x 100 Microsoft @75 x 136			
	5100	640-Furniture, Fixtures and Equipment	0055 - Shields Middle School	UniSIG	0.0	\$61,720.00
			Notes: Epson Projectors @ 378 ea. X 100 and Recordex Doc Cameras @\$299x80			
3	G1.B3.S1.A1	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support implementation of PS-MTSS/Rtl systems, as reflected in the budget narrative				\$84,226.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0055 - Shields Middle School	UniSIG	1.66	\$40,935.00
			Notes: 83% of 1.0 Aide and 1.0 Assistant Teacher along with fringe			
	5200	150-Aides	0055 - Shields Middle School	UniSIG		\$26,988.00
			Notes: 83% of 1.0 IEP Assistant along with fringe			

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Shields Middle School

	7200	390-Other Purchased Services	0055 - Shields Middle School	UniSIG	0.0	\$16,303.00
			Notes: Indirect Cost @ 4.76%			
4	G1.B4.S1.A1	Support students and families through additional support services personnel to include social workers, psychologists, guidance counselors - Support PS-MTSS/Rtl systems, track behavior and attendance, link families to essential services, facilitate expedited screening				\$11,165.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6140	130-Other Certified Instructional Personnel	0055 - Shields Middle School	UniSIG	0.16	\$11,165.00
			Notes: 83% of .2 School Psychologist along with fringe			
5	G2.B1.S1.A1	Professional development on how to unpack an FSA standard.				\$0.00
6	G2.B1.S1.A2	Professional development on how to unpack an FSA standard will continue in content area PLCs.				\$0.00
7	G2.B2.S1.A1	Teachers where trained to lesson plan with their content area standards				\$0.00
8	G2.B2.S1.A2	Lesson planning with the content area standards will continue in PLCs.				\$0.00
9	G2.B3.S1.A1	During preplanning, teachers received a training on what is a learning gain and how can a student demonstrate a learning gain.				\$0.00
10	G2.B3.S2.A1	Teachers were divided into their content areas and were assigned to a computer lab. In the lab, the subject area leader walked teachers through how to log in and pull student data from IPT.				\$0.00
11	G2.B3.S3.A1	Teachers will use School City, Springboard online assessments, and district formative assessments to aid in progress monitoring of students making progress towards learning gains.				\$0.00
12	G2.B4.S1.A1	A rolling in service training on August 30th will be required for all instructional staff to help them learn strategies to teach Key Ideas and Details in their specific content area. This training will take place quarterly throughout the first three quarters of the year.				\$0.00
13	G2.B5.S1.A1	A rolling in service training will take place on September 11th for all instructional staff. Review of these strategies will continue throughout the school year in content areas PLCs.				\$0.00
14	G2.B5.S1.A2	Increased use of up-to-date instructional technology to increase student engagement and offer additional opportunities for differentiation (pending grant approval)				\$0.00
					Total:	\$552,900.00