Hillsborough County Public Schools

Ruskin Elementary School

2017-18 Schoolwide Improvement Plan

Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[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)
Elementary School PK-5	Yes	93%

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	C	F*	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 Ruskin Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty and staff of Ruskin Elementary School will connect with students and make a difference.

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:

The Ruskin Elementary School staff, parents, and community are 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.

The school hosts a meet the teacher night the day before school begins. This allows time for teachers to meet students and parents. The parents and students are also asked to fill out forms with important information for the teacher. We hold many family nights throughout the year which include but are not limited to math & science night, reading & writing night, and a multicultural festival. This allows for interaction between the community and our school and lets parents come and join our school community.

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

School Name: Ruskin Elementary

Principal: Rebecca Salgado

Assistant Principal(s): Shawnette Singleton

Specific program your school is using (ex: Steps to Respect, etc.):
Stop Bullying Now, Officer White
Is your program researched-based or a program developed by your school? Research Based

Brief description of your Anti-Bullying Plan: Involve whole school & community, rules & consequences, class meetings & discussion; improve supervision, and ongoing training of staff.

Specific Goals: Reduce the percentage of students stating they have been bullied from by the end of May 2018. Increase the percentage of bullied students stating they have told an adult at school by the end of May 2018. Increase the perception of students who believe a staff member tries to stop bullying when they see it at school by the end of May 2018.

Staff bullying information training date: Preplanning Overview, Additional training to be held at faculty On 10/28/18
How was material presented to your staff? Powerpoint, on-line resources, video, and modeling.

Handbook for rules & consequences & procedures.

Student bullying information training/notification date: 8/19/16 (initial); additional training to be scheduled.

How was material presented to students? Student Handbook, Anti-Bullying Pledge, Classroom review of procedures, morning show and other venues. Morning show-video "Unite Against Bullying" campaign

Parent bullying information training/notification date: 8/10/17

How was material presented to parents? First day packet letter & student handbook, updates in quarterly newsletter

Who is responsible for training new students and staff throughout the school year on anti-bullying rules and reporting procedures? Support Services

How are volunteers trained on bullying information? District training is being held by Serve department

Date parents and students were notified of the online bully reporting system and all methods of reporting:
8/10/17
Date paper copies of bully reporting form available in office, guidance and student affairs:
8/10/17
What is your procedure for tracking bullying incidents? An administrative assistance report is completed on paper or on-line and distributed to administration.

How often does your Leadership Team review bullying data to ensure effective prevention and intervention efforts?Bi- weekly to discuss schoolwide data- academic, behavior and bullying incidents

How many incidents of substantiated bullying did your school have in 2016-2017? 0

How many incidents of unsubstantiated bullying were reported at your school in 2016-2017? 1

Based on your 2016-2017 data, where are the majority of your bullying incidents occurring? Alleged bullying has been reported most often on buses and in the cafeteria

Based on your school's 2016-2017 bullying incidents that occurred in 2016-2017, what is your plan to reduce bullying incidents? We've increased supervision in the am duty locations and cafeteria. Administration rides buses when necessary

.

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.

Ruskin Elementary is a CHAMPS school. CHAMPS stands for Conversation level, Help, Assignment, Movement, Participation, and Success. We had a school wide training two years ago on how
to implement CHAMPS and have since used this system school wide. We require all new teachers/ staff in our school to attend this training at the district. This allows for teachers,specialist, cafeteria paras, and others around our campus to have a common language when referring to student behavior expectations. The use of CHAMPS allows students to clearly know the behavior expectations for each part of their day. We have hallway, lunchroom, and media center CHAMPS expectations and posters to reinforce the classroom expectations. If a student chooses not to follow the expectations then the teachers also have a form that they fill out if administrative assistance is needed after many other required interventions have been tried in the classroom (conference with student/parent, peer mediation with counselor, individual behavior plan, etc.).

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

TARDY STUDENTS
If a student comes in tardy, he/she must come to the office to receive a tardy pass. The office will mark the child accordingly.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

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

• The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

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

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

1. Does the data show implementation of strategies are resulting in positive student growth?

2. To what extent are we making progress toward the school's SIP goals?

3. If we are making progress, what can we do to sustain what is working?

4. What barriers to implementation are we facing and how will we address them?

5. What should we do next? What should be our plan of action?

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning indicators include:
Attendance (5 or more absences of any type per grading period)
One or more suspension (in or out of school)
Excessive tardies (5 or more per grading period)
ELA/Math course failure
Level 1 FSA score

Early warning system data can come from the following sources:

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

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

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

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

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

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

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

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

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	4	28	20	24	16	29	0	0	0	0	0	0	0	121
One or more suspensions	0	0	2	1	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	26	48	55	0	0	0	0	0	0	0	129

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	1	0	4	9	13	0	0	0	0	0	0	0	27

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

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

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:
• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Create, manage and update the school resource map
• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
• Strengthen the Tier 1 (core curriculum) instruction through the:
o Implementation and support of PLCs
o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Implementation of research-based scientifically validated instructional strategies and/or

interventions. (as outlined in our SIP)
o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/429188.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

We have organizations that have offered to support our school in a variety of ways. The administration and its leadership team have met with key people in the organizations to create a list of volunteer opportunities. Our plan is to communicate through emails, phones calls, and meetings in order to develop meaningful projects to support our school and increase student achievement.

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
Salgado, Rebecca	Principal
Singleton, Shawnette	Assistant Principal
Harvey, megan	School Counselor
Ruiz, Jr.	SAC Member
Vega, Joy	Instructional Coach
rameriz, pam	Instructional Coach

b. Duties

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

Elementary PSLT Members
The leadership team includes:
• Principal
• Assistant Principal
• Guidance Counselor
• School Psychologist
• School Social Worker
• Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
• ESE teacher
• PLC Liaisons for each grade level, K-5
• SAC Chair
• ELP Coordinator
• ELL Representative
• Attendance Committee Representative
• Behavior team Representative/Behavior Specialist/Coach
(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)
PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.
PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.
PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach,

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

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

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

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

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

Hillsborough Principal Pipeline: Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other's leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. A principal coach, a veteran principal with a track record of success, is assigned to support all new school principals. A principal coach will also be assigned to support principals at turnaround schools.

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

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
o Analyze student outcomes and make data-driven decisions:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
o Develop and target interventions based on confirmed hypotheses.
o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

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

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

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

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:
• Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
• Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
• Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
• Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
• Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
• Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
• Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
• Strengthen Tier 1 core instruction by:
o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
o Supporting PLCs with planning and delivering rigorous core instruction.
o Ensuring opportunities for common assessments are provided across each grade level.
o Reviewing common assessment data to monitor students Response to Core Instruction.
o Monitoring the fidelity of instructional practices.

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

Title I, Part C- Migrant
The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D
The district receives funds to support the Alternative Education Program which provides transition

services from alternative education to school of choice

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

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

Title X- Homeless

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

Violence Prevention Programs
NA

Nutrition Programs
NA

Housing Programs
NA

Headstart
We utilize information from students in Head Start to transition into Kindergarten.

Adult Education
NA

Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training
Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rebecca Salgado	Principal
Ivelisse Rivera	Teacher
Catherine Davis	Teacher
Natasha Saavedra	Teacher
Daniel Ruiz	Teacher
Dina Cano	Teacher
Laurie Gallo	Teacher
Terri Vazquez	Teacher
Maureen Long	Business/Community
Christene Worley	Business/Community
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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, 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

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a

program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

No SAC Funds were allocated for the 2016-2017 school year

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Salgado, Rebecca	Principal
Vega, Joy	Instructional Coach
Singleton, Shawnette	Assistant Principal
Ruiz, Jr.	Teacher, K-12

b. Duties

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

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

Principal
Assistant Principal
Reading Coach/Resource Teacher
ESE Teacher
ELL Representative
Grade Level Representatives

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

The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional

development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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.

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

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

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

• Results orientation
• Educators in a PLC assess their efforts on the basis of tangible results.

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

Teacher Interview Day and Recruitment Fairs occur in May under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

The 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.

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.

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

Beginning with the 2014–2015 school year, all K–12 schools began implementing the Florida Standards and our schools committed to providing teachers with the professional learning needed for successful ongoing implementation. We will continue to assess our academic standards and work

together to ensure they are preparing ALL students to succeed in college, career and life. The Florida Standards reflect foundational expectations of what ALL students should know and be able to do in each grade from kindergarten through 12th grade.

Public schools are required to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan. HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: http://www.sdhc.k12.fl.us/assets/pdf/studentprogressionplan.pdf

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

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

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

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

curriculum and instruction

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

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

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

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

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

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

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Additional instruction in reading as required by State Statute, including differentiated guided reading

Strategy Rationale

School's inclusion in the Low 300

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Salgado, Rebecca, rebecca.salgado@hcps.net

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

EasyCBM, FAIR, iReady progress reports, district interim assessments. Data will be analyzed after each assessment in cooperation with district ELA team.

2. Student Transition and Readiness

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

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

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

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

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

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.

District-Level
The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.
Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:
• Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
• Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
• Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
• College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC

Campuses.

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2. Ruskin Elementary Students will demonstrate a year's growth in Reading as measured by formal and informal assessments.

G3. Student achievement will increase when the learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge all student thinking.

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`

🔍 G098743

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	41.0
Non-proficient Reading by Grade 03	50.0

Targeted Barriers to Achieving the Goal `3`

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

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

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

Rebecca Salgado

Schedule

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

Evidence of Completion

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

G2. Ruskin Elementary Students will demonstrate a year's growth in Reading as measured by formal and informal assessments. `1a`

`🔍 G098744`

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal `3`

- Absences/Tardies

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Attendance Checks-Monthly, quarterly, and yearly

- ESOL Resource Room

- Resource Team : Ramirez/Vega/Welch/Ruiz/Kearbey

- Team Leaders: Lelito/Rivera/Ruiz/Welch/Saavedra/Velasco/Alvarado

Plan to Monitor Progress Toward G2. `8`

Student Services and the Leadership Team will meet to discuss the attendance summary handouts

Person Responsible
Rebecca Salgado

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

Evidence of Completion
Attendance Summary Sheets

G3. Student achievement will increase when the learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge all student thinking. `1a`

🔍 G098745

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	41.0
Math Lowest 25% Gains	45.0
FSA Mathematics Achievement	41.0

Targeted Barriers to Achieving the Goal `3`

- Insufficient time for Professional Development and Planning

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District Professional Development
- On-site Professional Development
- Volunteers
- PLC Data
- New Teacher Mentoring
- School Instructional Leaders
- Professional Development on Empowering Effective Teachers(EET) (3C)
- District Resource Teachers
- EET data
- EET Toolkit on District Website
- School Coaches (Reading, Math, Science, Writing)
- Reading Resource Teacher

Plan to Monitor Progress Toward G3. `8`

Data from teacher observations from last year will be compared to the same teachers' data for this year specifically on the domain3c.

Person Responsible
Rebecca Salgado

Schedule
Annually, from 9/26/2017 to 5/25/2018

Evidence of Completion
There will be an increase in the number of teachers receiving an A on domain 3c.

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

🔑 G098743

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

🔑 B265743

G1.B1.S1 Provide PD for teachers to support student academic achievement 4

🔑 S281654

Strategy Rationale

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 a reading coach, math resource teacher, and academic intervention specialist

Person Responsible

Rebecca Salgado

Schedule

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

Evidence of Completion

Support personnel has been added

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

Rebecca Salgado

Schedule

Daily, 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

Rebecca Salgado

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

🔍 B265744

G1.B2.S1 Purchase and upgrade instructional technology 4

🔍 S281655

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 a prioritized list, educational technology will be purchased to support the school

Person Responsible

Rebecca Salgado

Schedule

On 10/31/2017

Evidence of Completion

Purchase orders, receivers

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

New and/or upgraded technology is purchased as needed

Person Responsible

Rebecca Salgado

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

Rebecca Salgado

Schedule

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

Evidence of Completion

Walkthroughs, observations

G2. Ruskin Elementary Students will demonstrate a year's growth in Reading as measured by formal and informal assessments. `1`

🔑 G098744

G2.B1 Absences/Tardies `2`

🔑 B265745

G2.B1.S1 The Student Services Team will monitor the attendance monthly, quarterly, and yearly `4`

🔑 S281656

Strategy Rationale

If the students attend school they are not missing instructional time in the classroom.

Action Step 1 `5`

The Student Services Team will monitor the attendance of the students monthly, quarterly, and yearly

Person Responsible

Rebecca Salgado

Schedule

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

Evidence of Completion

Attendance reports

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

The Student Services Team will use attendance summary sheets to track the number of absences

Person Responsible

Rebecca Salgado

Schedule

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

Evidence of Completion

Attendance Reports will be collected

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

Student Services will meet monthly to discuss at risk students

Person Responsible

Rebecca Salgado

Schedule

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

Evidence of Completion

Monthly logs

G3. Student achievement will increase when the learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge all student thinking. 1

🔍 G098745

G3.B1 Insufficient time for Professional Development and Planning 2

🔍 B265748

G3.B1.S1 Identify accomplished/exemplary (determined by EET ratings) in the area of student engagement (3C). They will lead 'fishbowl' activities for each grade level focusing on differentiating instruction to challenge all learners. 4

🔍 S281659

Strategy Rationale

This will eliminate the barrier of insufficient time for PD because it is done during the day with our teachers and students. The teachers will more likely have buy in to the success of the PD since they are part of the planning and also it is a colleague doing the lesson with our students.

Action Step 1 5

Administrators conduct social web activity to identify staff chosen leaders within the school. Compare this list with EET ratings (must have an effective/highly effective rating on the value added) to identify instructional leaders.

Person Responsible

Rebecca Salgado

Schedule

On 8/10/2017

Evidence of Completion

Sign in sheet for social web activity; finalized list of instructional leaders.

Action Step 2 5

(pending grant approval) Increased use of educational technology to further engage students and to support differentiation

Person Responsible

Rebecca Salgado

Schedule

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

Evidence of Completion

Walkthrough data, fishbowl observations

Action Step 3 `5`

Utilize content coaches and teacher leaders to provide "fishbowl" lessons for staff development

Person Responsible

Rebecca Salgado

Schedule

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

Evidence of Completion

Fishbowl observation data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Teachers will complete form while observing for differentiation during the fishbowl activity. Administration will check lesson plans each nine weeks for evidence of differentiation in the core subjects.

Person Responsible

Shawnette Singleton

Schedule

On 5/25/2018

Evidence of Completion

Completed lesson plan checklist and feedback form for each teacher by administration. Completed form discussed during debriefing session for each lesson.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Formal and informal observations to include next steps specifically for 3C(RA and P ratings)

Person Responsible

Rebecca Salgado

Schedule

Annually, from 8/28/2017 to 5/25/2018

Evidence of Completion

Completed observation forms for teachers.

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 M412117	New and/or upgraded technology is purchased as needed	Salgado, Rebecca	10/2/2017	Purchase orders, receivers	No End Date one-time
G3.B1.S1.A1 A379916	Administrators conduct social web activity to identify staff chosen leaders within the school....	Salgado, Rebecca	8/10/2017	Sign in sheet for social web activity; finalized list of instructional leaders.	8/10/2017 one-time
G1.B2.S1.A1 A379913	Based on a prioritized list, educational technology will be purchased to support the school	Salgado, Rebecca	10/2/2017	Purchase orders, receivers	10/31/2017 one-time
G1.MA1 M412118	Our personnel are able to utilize the problem solving process to create and sustain effective...	Salgado, Rebecca	10/2/2017	KPI data, FSA data, school grade data, teacher evaluation data	5/25/2018 quarterly
G2.MA1 M412123	Student Services and the Leadership Team will meet to discuss the attendance summary handouts	Salgado, Rebecca	8/10/2017	Attendance Summary Sheets	5/25/2018 monthly
G3.MA1 M412128	Data from teacher observations from last year will be compared to the same teachers' data for this...	Salgado, Rebecca	9/26/2017	There will be an increase in the number of teachers receiving an A on domain 3c.	5/25/2018 annually
G1.B1.S1.MA1 M412114	Teachers are developing their capacity to deliver rigorous instruction, supporting student academic...	Salgado, Rebecca	10/2/2017	Walkthroughs/observations, student achievement data	5/25/2018 quarterly
G1.B1.S1.MA1 M412115	Job-embedded support is being provided to teachers that supports the problem solving process and...	Salgado, Rebecca	10/2/2017	Coaching logs, PLC logs	5/25/2018 daily
G1.B1.S1.A1 A379912	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher...	Salgado, Rebecca	10/2/2017	Support personnel has been added	5/25/2018 daily
G1.B2.S1.MA1 M412116	Students have access to new and upgraded instructional technology	Salgado, Rebecca	10/2/2017	Walkthroughs, observations	5/25/2018 quarterly
G2.B1.S1.MA1 M412119	Student Services will meet monthly to discuss at risk students	Salgado, Rebecca	8/10/2017	Monthly logs	5/25/2018 monthly
G2.B1.S1.MA1 M412120	The Student Services Team will use attendance summary sheets to track the number of absences	Salgado, Rebecca	8/10/2017	Attendance Reports will be collected	5/25/2018 monthly
G2.B1.S1.A1 A379914	The Student Services Team will monitor the attendance of the students monthly, quarterly, and yearly	Salgado, Rebecca	8/10/2017	Attendance reports	5/25/2018 monthly
G3.B1.S1.MA1 M412124	Formal and informal observations to include next steps specifically for 3C(RA and P ratings)	Salgado, Rebecca	8/28/2017	Completed observation forms for teachers.	5/25/2018 annually
G3.B1.S1.MA1 M412125	Teachers will complete form while observing for differentiation during the fishbowl activity....	Singleton, Shawnette	9/26/2017	Completed lesson plan checklist and feedback form for each teacher by administration. Completed form discussed during debriefing session for each lesson.	5/25/2018 one-time
G3.B1.S1.A2 A379917	(pending grant approval) Increased use of educational technology to further engage students and to...	Salgado, Rebecca	10/2/2017	Walkthrough data, fishbowl observations	5/25/2018 daily
G3.B1.S1.A3 A379918	Utilize content coaches and teacher leaders to provide "fishbowl" lessons for staff development	Salgado, Rebecca	10/2/2017	Fishbowl observation data	5/25/2018 monthly

V. Professional Development Opportunities

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

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

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

G1.B1.S1 Provide PD for teachers to support student academic achievement

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 a reading coach, math resource teacher, and academic intervention specialist

Facilitator

Supplemental support personnel

Participants

instructional personnel

Schedule

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

G3. Student achievement will increase when the learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge all student thinking.

G3.B1 Insufficient time for Professional Development and Planning

G3.B1.S1 Identify accomplished/exemplary (determined by EET ratings) in the area of student engagement (3C). They will lead 'fishbowl' activities for each grade level focusing on differentiating instruction to challenge all learners.

PD Opportunity 1

Utilize content coaches and teacher leaders to provide "fishbowl" lessons for staff development

Facilitator

Administration, content coaches, teacher leaders

Participants

Instructional staff

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc.) to include a reading coach, math resource teacher, and academic intervention specialist				$185,655.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	3841 - Ruskin Elementary School	UniSIG	0.83	$47,830.00
		Notes: 83% of 1.0 Reading Coach with fringe benefits				
	5100	120-Classroom Teachers	3841 - Ruskin Elementary School	UniSIG	1.66	$100,574.00
		Notes: 83% of salaries for 1.0 Math Resource Teacher, 1.0 Academic Intervention Specialist				
	5100	510-Supplies	3841 - Ruskin Elementary School	UniSIG	0.0	$28,729.00
		Notes: Classroom Supplies to include headphones, paper, ink, notebook paper, composition notebooks, pencils, pencil sharpeners, folders, notepads, marker, chart paper, copy paper				
	7200	390-Other Purchased Services	3841 - Ruskin Elementary School	UniSIG	0.0	$8,522.00
		Notes: Indirect Cost @ 4.76%				
2	G1.B2.S1.A1	Based on a prioritized list, educational technology will be purchased to support the school				$169,265.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	3841 - Ruskin Elementary School	UniSIG	0.0	$113,448.00
		Notes: 106 23" monitors @ $165.00 ea , 83 Mini 600 CPU @ $459 ea , 70 Lenovo Yoga 11E @ $646 ea, 153 Microsoft @$ 75.00 ea, 1 Aver Media Laptop Cart @ $930,				
	5100	640-Furniture, Fixtures and Equipment	3841 - Ruskin Elementary School	UniSIG	0.0	$54,020.00
		Notes: Epson Powerlite @ $378.23x45 and Recordex doc camera @ $299x45; Technology Tables for computer labs @ $242x 72 keyboard tray for tech tables @ $85 x 72;				
	5100	360-Rentals	3841 - Ruskin Elementary School	UniSIG	0.0	$1,797.00
		Notes: Software Licenses Renewel/On-line Subscriptions				
3	G2.B1.S1.A1	The Student Services Team will monitor the attendance of the students monthly, quarterly, and yearly				$0.00
4	G3.B1.S1.A1	Administrators conduct social web activity to identify staff chosen leaders within the school. Compare this list with EET ratings (must have an effective/ highly effective rating on the value added) to identify instructional leaders.				$0.00

5	G3.B1.S1.A2	(pending grant approval) Increased use of educational technology to further engage students and to support differentiation	$0.00
6	G3.B1.S1.A3	**Utilize content coaches and teacher leaders to provide "fishbowl" lessons for staff development**	**$0.00**
		Total:	**$354,920.00**