Steinbrenner High School

2018-19 Schoolwide Improvement Plan

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Steinbrenner High School

5575 W LUTZ LAKE FERN RD, Lutz, FL 33558

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Steinbrenner High School will be among the top performing high schools in Florida

Provide the school's vision statement.

Steinbrenner High School will provide a rigorous course of study for students served in all programs

School Leadership Team

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

Name	Title
King, Kelly	Principal
Watson, Mark	Assistant Principal
Gerhardt, Ben	Assistant Principal
Clemmons, Holly	Assistant Principal
Dillon, Calvin	Teacher, K-12
Puskas, Marie	Teacher, K-12

Duties

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

Leadership team meetings can include the following:
Principal
Assistant Principal / ELP Coordinator
Guidance Counselor
SAC Chairs
School Psychologist/ Behavior team Representative
School Social Worker/ Attendance Committee Representative
Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
ESE teachers
PLC Liaisons for each grade level and/or content area
District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:
1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) 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.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	55	35	33	56	179
One or more suspensions	0	0	0	0	0	0	0	0	0	32	41	39	59	171
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	39	64	75	94	272
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	31	52	25	30	138

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	34	46	38	58	176

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 10/8/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	36	34	51	152
One or more suspensions	0	0	0	0	0	0	0	0	0	38	58	85	69	250
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	64	48	55	178
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	53	111	144	63	371

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	18	72	68	55	213

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	36	34	51	152
One or more suspensions	0	0	0	0	0	0	0	0	0	38	58	85	69	250
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	64	48	55	178
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	53	111	144	63	371

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	18	72	68	55	213

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest 25% went from 54-47% in one year, but still outpaced the district and state performance by 2%. This is not a trend ad is likely attributable to a difference in aptitude between the kids in the two different school years. It is still a 14% increase over 2016.

Which data component showed the greatest decline from prior year?

The learning gained points in mathematics decreased percentage points, largely due to the elimination of the Algebra 2 FSA/EOC, so that students who were already in need of remediation were the only ones who were tested.

Which data component had the biggest gap when compared to the state average?

In ELA achievement, Steinbrenner outpaced the state average by 21 points, since the sate was 56 and we were 77%.

Which data component showed the most improvement? Is this a trend?

ELA gains for the lowest 25% showed the most improvement - moving from 42% to 52%. Not a trend, because there was only.

Describe the actions or changes that led to the improvement in this area.

There was a change in the personnel delivering instruction.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	77%	54%	56%	68%	50%	52%
ELA Learning Gains	61%	53%	53%	53%	46%	46%
ELA Lowest 25th Percentile	52%	43%	44%	38%	35%	38%
Math Achievement	69%	48%	51%	61%	45%	43%
Math Learning Gains	52%	49%	48%	46%	40%	39%
Math Lowest 25th Percentile	47%	45%	45%	33%	32%	38%
Science Achievement	83%	65%	67%	82%	61%	65%
Social Studies Achievement	88%	73%	71%	91%	75%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	55 (31)	35 (36)	33 (34)	56 (51)	179 (152)
One or more suspensions	32 (38)	41 (58)	39 (85)	59 (69)	171 (250)
Course failure in ELA or Math	39 (11)	64 (64)	75 (48)	94 (55)	272 (178)
Level 1 on statewide assessment	31 (53)	52 (111)	25 (144)	30 (63)	138 (371)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	77%	53%	24%	53%	24%
	2017	78%	50%	28%	52%	26%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2018	76%	52%	24%	53%	23%
	2017	68%	47%	21%	50%	18%
Same Grade Comparison		8%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	82%	62%	20%	65%	17%
2017	84%	58%	26%	63%	21%
Compare		-2%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018	89%	70%	19%	68%	21%
2017	88%	72%	16%	67%	21%
Compare		1%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	55%	63%	-8%	62%	-7%
2017	54%	63%	-9%	60%	-6%
Compare		1%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	72%	56%	16%	56%	16%
2017	79%	56%	23%	53%	26%
Compare		-7%			

Subgroup Data

	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	42	37	32	36	29	39	58		89	13
ELL	45	38	33	45	36	42	52	50		73	
ASN	86	62		73	58		88	86		100	83
BLK	61	54	68	50	43	46	77	77		93	44
HSP	74	58	48	63	47	42	80	85		95	62
MUL	90	61		75	53		95	96		94	67
WHT	79	63	52	74	55	51	84	90		97	61
FRL	63	56	50	55	46	49	71	77		86	45

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	28	23	35	37	37	33	60		75	26
ELL	30	31	25	50	44		53	53		84	38
ASN	83	60		84	71		95	92		94	82
BLK	45	38	26	50	44	32	75	63		85	38
HSP	72	57	44	73	61	64	82	84		95	64
MUL	75	71	60	68	54		80	91		85	59
WHT	77	61	44	75	63	55	87	91		95	66
FRL	56	46	34	59	52	49	74	73		85	49

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Positively impact school culture by providing all students access to academic, social, and emotional support through a diverse system of schoolwide mentoring and student-initiated programs.
Rationale	We want to increase the 4-year graduate rate for both AT-risk and standard diploma students, and increase the attendance rate and monitor students with a GPA below 2.0. These factors inhibit the potential of these students and addressing their social and emotional needs as well as the academic is essential to educating the whole child.
Intended Outcome	
Point Person	Mark Watson (mark.watson@hcps.net)

Action Step

Description	Meet with 5-10 students quarterly to monitor how effective mentoring programs are on campus at meeting the social, emotional and academic needs of students.
Person Responsible	Mark Watson (mark.watson@hcps.net)

Plan to Monitor Effectiveness

Description	Meeting notes and reports from the Warrior M3 coordinator
Person Responsible	[no one identified]

Activity #2	
Title	Student achievement will increase when students have access to rigorous tasks and assignments aligned with grade-level literacy and content area standards in every classroom.
Rationale	Students are only successful when literacy is supported across all curricula so that they can learn to transfer the skills necessary for success. Lessons must all include rigorous engaging tasks that align with curriculum standards and ensure the students are responsible for their own learning..
Intended Outcome	By the end of the second semester, 80% of students will be college ready in mathematics as measured by state testing, the four year grad rate will be 96.25%, and advanced coursework completion will be 55%.
Point Person	Mark Watson (mark.watson@hcps.net)

Action Step	
Description	Student data will be collected and examined throughout the year to determine achievement or rigorous tasks through the ILT/PLC process. Teachers will collaborate on assessments and lessons resulting from analysis of student performance data, specifically targeting students in Q1 and Q4 to ensure that students are engaged in rigorous tasks in each classroom and are growing and learning, as demonstrated by achieving learning gains, however those are measured in each context. Core ILT and administrative leadership teams will meet to discuss the feedback from ILT/ PLC group meetings, and determine areas of need with respect to teachers' professional development.
Person Responsible	Mark Watson (mark.watson@hcps.net)

Plan to Monitor Effectiveness	
Description	Student exam data, work samples, writing samples, assessment scores will be collected throughout the year from students in Learning Walks, Teach Me Tuesday presentations, visiting demonstration classrooms, and participating in coaching cycles with the coaching teams.
Person Responsible	Mark Watson (mark.watson@hcps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school hosts a number of events before and during the school year. These events serve to welcome new and returning families and are focused on both academic as well as social topics. Meetings sponsored by the school and it's parent organizations provide families with the tools needed to be successful and the opportunity to be active in a variety of groups during their high school years.

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

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.

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS "Building Strong School Culture" framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school's culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers.

Behavior Management Plan

Included in the HCPS "Building Strong School Culture" framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/ emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

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.

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and

engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/ specialists, PLC teacher liaisons, others as needed

Title I:
PartA
Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant
The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD
Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII
Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII
Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

TitleX- Homeless
Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

TitleIV
Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

HeadStart
Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities

to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget	
Total:	**$0.00**