Durant High School

2014-15 School Improvement Plan

Durant High School

4748 COUGAR PATH, Plant City, FL 33567

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	46%

Alternative/ESE Center	Charter School	Minority
No	No	41%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	B

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The administration, faculty, and staff of Durant High School are dedicated to providing a quality education for every student. We are committed to providing opportunities where academics, athletics, and the arts complement each other. We offer an educational program that promotes a variety of learning environments and recognizes the unique capabilities of students.

By working with parents and the community, we provide opportunities for students to become aware of career choices and the world of work. By creating a nurturing social environment, we provide students the opportunity to develop a positive self-image, to realize their own academic potential and to gain realistic insights into their roles in society. We encourage students to develop an awareness of the rights and cultural values of others toward an awareness of the needs of the environment, and to promote appropriate attitudes toward citizenship.

As professionals with a commitment to high expectations and with mutual respect, we are dedicated to creating a positive atmosphere which encourages individual achievement, enhances student responsibility, builds community support, and conveys the principles and ideas of our democratic society.

Provide the school's vision statement

Durant High School will foster growth through the attainment of knowledge by Durant High School students and will challenge students to become productive, responsible citizens in pursuit of their dreams.

School Environment

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

The process that Durant uses to learn about student cultures and build relationships between teachers and students starts prior to the first day of classes. During the summer we host the GAP and Freshmen Experience Programs to help freshmen students make the transition to high school. This is also the time in which our student leaders showcase their leadership skills by working with teachers and students. Once school starts, the administration team holds class assemblies to introduce themselves and inform students of the schools policies and procedures. Also at that time students learn about the different clubs, sports teams and other activities in which they can become involved and build relationships with other students. We like to call this being "COUGARIZED". Teachers also play an important role by using the best practices of the EET and using cooperative learning activities to familiarize themselves with their students. Throughout the year, Durant also host many activities such as our Family Nights that is geared towards building the school community and our Annual Multicultural Show where students learn about different cultures through student showcased talents that are unique to their culture.

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

Durant High School prides itself on how well we create an environment where students feel safe and respected. It starts at the top with our administration staff setting the tone for the school to follow. Our administrators are very visible throughout the school day and at after-school events. On a daily basis they can be seen in areas where student activity is prevalent (student parking lot, bus ramp, cafeteria,

patio, courtyard, classrooms, etc.) Our teachers also contribute by serving their supervisory duties before, during and after school as well. We have an open-door policy where students can address any issues or concerns they may have. Our guidance counselors, school psychologist, social worker and Student Success Specialist are on hand on a daily basis and available to help students whenever needed. We also have a peer mediation program that is student led to help resolve student conflicts that may occur.

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

Durant has in place a "NO PASS" policy that allows teachers to teach from bell to bell without interruptions from students asking to take care of non-academic needs. To offset the need of student interruption of instructional time we have an extended passing period in which students can take advantage of our second chance breakfast and take care of other personal needs. In the summer during pre-planning we train our staff on our established protocols for disciplinary incidents and behavioral expectations. Lastly, our school leadership stays consistent when it comes to how student issues are addressed and handled.

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

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
• The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
• The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

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

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Early warning indicators include:
Attendance (5 or more absences of any type per grading period)
One or more suspension (in or out of school)
Excessive tardies (5 or more per grading period)
ELA/Math course failure
Level 1 FCAT score
Early warning system data can come from the following sources:
**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.
FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.
BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/PLCs/Individual teachers.
DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.
SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/Individual teachers.
FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.
CELLA: Sagebrush (IPT); ELL/PSLT Representative.
TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.
DRA-2: School generated excel database; Individual teacher.
**Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.
ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.
FAIR OPM: School generated excel database; Leadership Team/Reading Coach.
ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.
CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.
RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.
**Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.
ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on

Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.
DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.
DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Attendance below 90 percent	82	73	80	108	343
One or more suspensions	97	72	96	67	332
Course failure in ELA or Math	81	132	140	86	439
Level 1 on statewide assessment	181	114	104	29	428

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Students exhibiting two or more indicators	112	104	124	67	407

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).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The administration, faculty, and staff have worked on improving relationships with parents and the community. In the past several years, parents have felt we were not involved with the community enough and we did not include them in school activities and decision making. Our neutral and disagree percentages were higher than the agree percentages in some areas on the School Climate Survey. Now, our agree percentages are higher than the disagree percentages. We have managed to get our parents to feel more included but not completely. The neutral percentages still are slightly higher than strongly agree percentages. There are 11 areas which have higher neutral percentages (for example: sharing information with parents about the school, the school encourages students and families to respect diversity, the school works with families to promote student well-being and health, and parents being able to serve on committees and help with activities). This year, we are working on lowering the neutral percentages and raising the strongly agree percentages (see school goal #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

Durant High School establishes partnerships with local businesses. Our goal is to build and sustain partnerships with the Durant and Valrico Community. Durant partnerships have been a part of our school for many years. The local supporters work together to provide funds for both the school and the business partner by providing for example discount cards for families to buy and incentives for the students. We patronize the businesses with spirit nights and fundraisers for charity.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Graham, Gary	Assistant Principal
Long, Gary	Assistant Principal
Bowden, Pamela	Principal
Scolaro, Michelle	Teacher, K-12
Gottman, Lisa	Teacher, K-12
Popa, Holly	Teacher, K-12
Kimble, Holley	Teacher, K-12
Griffith, Amanda	Teacher, K-12
Hill, Abby	Psychologist
Pearce-Fearon, Evelyn	Attendance/Social Work
Koza, Sheryl	Teacher, ESE
Moresco, Kimberly	Guidance Counselor
Salmeron, Jorge	Other

Duties

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

The leadership team includes:
• Principal
• Assistant Principal for Curriculum
• Assistant Principal for Administration
• Guidance Counselor
• School Psychologist
• School Social Worker
• Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
• ESE teacher
• Department Heads (High)
• SAC Chair
• ELP Coordinator
• ELL Representative
• Attendance Committee Representative
• Behavior Team Representative or Behavior Specialist/Coach

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

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

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

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

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

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

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

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

The 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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Holly Popa	Teacher
Pamela Bowden	Principal
Courtney Singletary	Teacher
Lisa Gottman	Teacher
Gary Long	Principal
Franci Dupre	Teacher
Al Mitchell	Teacher
Kandice Hill	Teacher
Jose Morffi	Business/Community
Brittany Wade	Teacher
Kendal Nickerson	Teacher
Vivian McCullough	Education Support Employee
Irv Dupre	Parent
Ellen Short	Parent
Michelle Graham	Parent
Mary VanDeGrift	Parent
Tyler Francis	Student
Terry Clark	Parent
Mary Hogan	Parent
Brian Lorentzen	Parent
Faith Prue	Parent
Christa Smith	Parent
Jeanne Berry	Parent
Elizabeth Gallaway	Teacher
Janie Bodwell	Teacher
Olivia Gottman	Student
Hanna Gottman	Student
Jacqueline Nolasco	Student
Melissa Guevara	Student
Jing Zhang	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

As the leadership team and SAC reviewed the previous year's survey data, the need to develop more of a connection between home, school, and community was noticed. Also, the students feel they are not cared by the faculty and staff and they feel students do not respect each other. Additionally, some of our EOC and FCAT scores were low. The leadership team and SAC have created two goals based on the data and our reflection of the year. Goal one is based on improving the reading skills of our students which effects academic progress.Over the past few years, SAC has been working to get more of our parents involved in the school. We have made some connections with our parents. Furthermore, SAC tried to improve our students' perceptions about the faculty and staff not caring about them. The data shows we did make a slight improvement. For this year, goal two is based on making connections between all stakeholder groups. If the school is able to strengthen these connections, the students' academic achievement should rise.

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. SAC will also develop, vote on, monitor, and review the school improvement plan as needed, plan and carry out activities that support the school improvement plan. Fiscally, SAC will also develop a budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

Preparation of the school's annual budget and plan

SAC submits a budget within the SIP to support strategy implementation and/or professional development.
In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.
The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

SAC used the funds to create a welcome parent and college readiness computer center ($2337.76), the creation of an annual family night ($845.11), department and classroom incentive programs for two departments ($845.66), writing goal supplies ($500.00), student attendance incentives ($500.00), and a school wide student incentive program ($1632.88).

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

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Bowden, Pamela	Principal
Popa, Holly	Teacher, K-12
Gottman, Lisa	Teacher, K-12
Kimble, Holley	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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.

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance and progress up the career ladder. 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.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and

literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools 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.

The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.

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 (as established by the Commissioner) 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/instruction/StudentProgressionPlan/index.asp.

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.

Instructional Strategies

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

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.
PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-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.

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: Summer Program

Minutes added to school year: 2,400

During the summer, a group faculty members plan a ninth grade GAP program. This program is designed to make the transition from middle school to high school easier for the incoming ninth grade class. The students participate in activities such learning about GPA calculations, honors and AP classes, and school tours. The ninth graders are divided into teams with a teacher leader and student government and class council student assistants leading the team.

Strategy Rationale

Durant wants our incoming students to feel welcome and more prepared for high school. This program makes the students feel less nervous and more comfortable in their new environment. The students attending this summer program will already know basic information about the school before the rest of their class. Hopefully, these GAP students will be able to help their follow ninth graders adjust to high school life.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Singletary, Courtney, courtney.singletary@sdhc.k12.fl.us

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

Courtney Singletary is the GAP leader and she keeps the records of the event. Also, she tracks the successfulness of the students once they are in high school.

Strategy: Weekend Program

Minutes added to school year: 9,600

Every student during the school year, there is Math, Reading, and SAT/ACT Prep tutoring from 8AM to 12PM. Also, we having tutoring during lunch, before school, and after school. Only Saturday tutoring is included in the minutes total number because we tutor varying hours depending on subject and time of year. For example, we tutoring for Reading FCAT Retakes more heavily in September and in February/March.

Strategy Rationale

Sometimes, students need extra practice in a class or with test preparation and Durant's tutoring gives students many time options (lunch, before school, after school, and on Saturday mornings).

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Graham, Gary , gary.graham@sdhc.k12.fl.us

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

Gary Graham receives sign in sheets and student performance data from the tutors. He then makes decisions about future tutoring. For example; Courtney Singletary and Dale Miller are two of the Reading Tutors. The two of them keep a record of students attending on Saturday morning reading tutoring. Last year, the two were able to prove every student who attended Saturday morning tutoring faithfully passed the spring FCAT Retake Assessment.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At- Risk lists, and early warning systems based on a student's need for support.

School based Spring and Summer orientation programs include: elective fairs, school visits, open houses, parent and student information meetings, magnet information sessions and district Career and College Nights.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition into 9th grade, through vertical planning sessions with feeder school departments, ESE, ELL, AVID, and magnet articulation amongst schools.

Hillsborough County Public Schools offers numerous summer camp offerings, including AVID/GAP camps, IB camps, Transition, band and athletic camps.

College and Career Readiness

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

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

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

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

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).

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.

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. All teachers will use reading strategies in their daily lesson plans to increase student achievement in the content areas and reading.

G2. Student Achievement will increase when faculty, parent, and student relationships are strengthened and character (values) are demonstrated; excellence will happen. Character Achievement Relationships Excellence

Strategic Goals Detail

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

G1. All teachers will use reading strategies in their daily lesson plans to increase student achievement in the content areas and reading. `1a`

🔑 G042565

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	67.0
Bio I EOC Pass	63.0
ELA/Reading Lowest 25% Gains	63.0
Math Gains	81.0
Math Lowest 25% Gains	76.0
FSA - English Language Arts - Proficiency Rate	
FSA - Mathematics - Proficiency Rate	

Resources Available to Support the Goal `2`

- Reading Coach

- Literacy Leadership Team

- Reading Teachers

- Content Area Teachers trained in Reading

- Teachers have experience with CIS (Comprehension Instructional Sequence) Lessons

Targeted Barriers to Achieving the Goal `3`

- Teacher buy-in: understand everyone teaches reading.

Plan to Monitor Progress Toward G1. `8`

Reading Strategy Evaluation

Person Responsible
Pamela Bowden

Schedule
On 5/29/2015

Evidence of Completion
Lisa Gottman (Reading Coach), Holly Popa (SAC Chair), Gary Graham (APC), Gary Long (APA), and Pamela Bowden (Principal) will meet and discuss the effectiveness of the reading strategies and CIS lesson plans and the monthly trainings. Hopefully, student achievement would have increased in their content area classes and on standardized testing since the students are reading complex texts and completing higher level thinking activities.

G2. Student Achievement will increase when faculty, parent, and student relationships are strengthened and character (values) are demonstrated; excellence will happen. Character Achievement Relationships Excellence 1a

Targets Supported 1b

🔍 G035743

Indicator	Annual Target
Discipline incidents	826.0
Attendance rate	95.0
Students in ninth grade exhibiting two or more EWS indicators	17.0
Students in tenth grade exhibiting two or more EWS indicators	18.0
Students in eleventh grade exhibiting two or more EWS indicators	22.0
Students in twelfth grade exhibiting two or more EWS indicators	14.0
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- Have already established a Family Night, March Madness, and Student Incentive Programs in a few classrooms.

- Great business partners

- PTSA

- Strong Teacher Leaders

Targeted Barriers to Achieving the Goal 3

- Need of parental attendance and involvement to school events and activities

- Students participation and attitudes with each other, the school, and the administration, faculty, and staff are weak.

- Little personal interaction and connection between faculty members

Plan to Monitor Progress Toward G2. 8

Determination if the goal's strategies were effective.

Person Responsible
Pamela Bowden

Schedule
On 5/29/2015

Evidence of Completion
APA (Gary Long), APC (Gary Graham), SAC Chair (Holly Popa), and Principal (Pamela Bowden) will determine the strategies improved the parent and student climate surveys. If we were able to improve parental and student attitudes and perceptions, student achievement has to hopefully increase once all stakeholder groups are motivated to work as a collective whole to student achievement rise

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. All teachers will use reading strategies in their daily lesson plans to increase student achievement in the content areas and reading. 1

🔑 G042565

G1.B1 Teacher buy-in: understand everyone teaches reading. 2

🔑 B103903

G1.B1.S1 Monthly Reading Training 4

🔑 S115024

Strategy Rationale

The second Monday of the month, the Reading Coach (Lisa Gottman) and various Reading Teachers will offer a one hour reading training from 2:15 PM to 3:15 PM in the Media Center. The training will offer the content area teachers a chance to learn from examples of how to incorporate the CIS lesson plan model and other reading strategies into their daily and/or weekly lesson plans. Additionally, they will be able to create lesson plans and/or gain lesson plan ideas during the trainings. When using these strategies, the students' learning of their content areas should be easier with better reading skills.

Action Step 1 5

Demonstration Classrooms & Lesson plans

Person Responsible

Lisa Gottman

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Lisa Gottman will ask the faculty to invite her to their rooms for observations, hand in lesson plans, and be a demonstration classroom or observe a demonstration classroom. Demonstration classrooms: the demonstration teacher will be asked to give a sample lesson plan to the reading coach and the observing teachers. The observing teachers will be asked to create notes about the demonstration and explain any insights. All teachers will participate at least once a year as either a demonstration or participate teacher. Every teacher going to the trainings will be asked to submit a lesson plan to the reading coach and arrange for the reading coach to visit their classroom during a CIS Lesson or while using a reading strategy. One CIS lesson plan or reading strategy needs to be submitted by every teacher every nine weeks and one visit by the reading coach must be completed once a semester. The reading coach will keep a record of the classroom visits.

Action Step 2 `5`

Administrative Walk Throughs

Person Responsible

Gary Graham

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Gary Graham (APC) will ensure the other administrators will complete walk throughs of classrooms looking for reading strategies and CIS lessons. The administrators will keep a record of the walk throughs and these will be turned into Gary Graham.

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

Reading Strategy and CIS Lesson Plan Collection

Person Responsible

Lisa Gottman

Schedule

Semiannually, from 8/19/2014 to 5/29/2015

Evidence of Completion

Lisa Gottman will semiannually gather the evidence and place it in the SIP binders.

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

Administrative Walk Throughs

Person Responsible

Gary Graham

Schedule

Semiannually, from 8/19/2014 to 5/29/2015

Evidence of Completion

Gary Graham will semiannually gather the evidence and place it in the SIP binders.

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

Teacher Implementation of Reading Strategies Across Content Areas

Person Responsible

Gary Graham

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Gary Graham (APC) will use administrative walkthrough notes, teacher lesson plans, and EET results to determine teacher fidelity in using reading strategies in their content areas.

G2. Student Achievement will increase when faculty, parent, and student relationships are strengthened and character (values) are demonstrated; excellence will happen. Character Achievement Relationships Excellence 1

🔍 G035743

G2.B2 Need of parental attendance and involvement to school events and activities 2

🔍 B085637

G2.B2.S1 Family Night: the faculty and staff are inviting the parents and community to the school for an information night. The parents will rotate through 4 stations (Law Enforcement (School Resource Officer), Author & Reading, Student Performances & Displays, and Meal & School Information Displays). 4

🔍 S096317

Strategy Rationale

These nights are designed to inform parents about the school and to encourage them to get involved in the school. Once the parents are more involved at the school, student achievement will hopefully increase when students realize their parents are more aware of the school and their child's academics and school activities. The students should be came to realize their parents and the staff at school do care about their academic progress.

Action Step 1 5

Rotation Group 1: (SRO) Law Enforcement Presenation

Person Responsible

Jose Morffi

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign Sheets & Presentation Handouts

Action Step 2 5

Rotation Group 2: Author & Reading Presentations

Person Responsible

Elizabeth Gallaway

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign Sheets & Presentation Handouts

Action Step 3 5

Rotation Group 3: Student Performances & Art Show

Person Responsible

Brittany Wade

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign Sheets & Presentation Handouts

Action Step 4 5

Rotation Group 4: Meal & School Information

Person Responsible

Courtney Singletary

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign Sheets & Presentation Handouts

Action Step 5 5

Welcome & Guides

Person Responsible

Franci Dupre

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Welcome Packet (map, basic school information, rotation schedule with room numbers/ times, and presentation topic/person) and sheet in sheet

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

Surveys

Person Responsible

Holly Popa

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Guests will be asked to take a brief survey about the activities at the end of the final rotation. This survey will let us know feedback about the community's response to the event, what they would like to see changed, added, or improved, and what they enjoyed. Holly Popa and SAC will review the survey's feedback to help plan for future family nights.

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

Parental and community attendance and participation at other school functions (events, activities, games, and meetings)

Person Responsible

Gary Long

Schedule

Daily, from 10/9/2014 to 6/5/2015

Evidence of Completion

The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person has three days to give the evidence to the APA.

G2.B2.S2 Parent Points: monthly mini newsletter listing all events and activities at the school will be created for parent information. 4

🔑 S096318

Strategy Rationale

These mini newsletters are designed to make parents aware of the events and activities occurring at the school and request their present at the school functions. The first newsletter will be printed and sent home. However, all future editions will be electronic and parents will need to go the online gradebook (EDSBY) in order to retrieve the newsletter. Once they are logged in the gradebook program, parents should look at their child's grades and records.

Action Step 1 5

Gathering of school information and creating of the parent points.

Person Responsible

Brittany Wade

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Brittany will gather the times information for the school functions and create the parent points each month.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Collection of parent points

Person Responsible

Holly Popa

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Holly Popa will keep a collection of parent points printed from the Durant's webpage link.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Parental and community attendance and participation at other school functions (events, activities, games, and meetings)

Person Responsible

Gary Long

Schedule

Daily, from 8/15/2014 to 6/5/2015

Evidence of Completion

The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person has three days to give the evidence to the APA.

G2.B2.S3 Monthly Parent and Student Activities: each month, the parents and students will be encouraged to participate in an activity. `4`

🔑 S096319

Strategy Rationale

These activities are designed to encourage student and parent participation in school related functions. Once the parents are more involved at the school, student achievement will hopefully increase when students realize their parents are more aware of the school and their child's academics and school activities. The students should be came to realize their parents and the staff at school do care about their academic progress.

Action Step 1 `5`

Plan the monthly activities notes

Person Responsible

Courtney Singletary

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Courtney will have the informational contact sent to parents and students about the activities and her planning notes for each month. Also, she will have the evidence results for each event. These results might be sign in sheets, and pictures.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Collection of evidence of the activities' completion

Person Responsible

Holly Popa

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Monthly, Holly will check on the progress of the activities' planning and completion by holding a monthly conference with Courtney Singletary.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Parental and community attendance and participation at other school functions (events, activities, games, and meetings)

Person Responsible

Gary Long

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person has three days to give the evidence to the APA.

G2.B4 Students participation and attitudes with each other, the school, and the administration, faculty, and staff are weak. 2

🔑 B085639

G2.B4.S1 Family Night: the faculty and staff are inviting the parents and community to the school for an information night. The parents will rotate through 4 stations (Law Enforcement (School Resource Officer), Author & Reading, Student Performances & Displays, and Meal & School Information Displays). 4

🔑 S096320

Strategy Rationale

These nights are designed to inform parents about the school and to encourage them to get involved in the school. Once the parents are more involved at the school, student achievement will hopefully increase when students realize their parents are more aware of the school and their child's academics and school activities. The students should be came to realize their parents and the staff at school do care about their academic progress.

Action Step 1 5

Rotation Group 1: (SRO) Law Enforcement Presentation

Person Responsible

Jose Morffi

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign in Sheet & Presentation Handouts

Action Step 2 5

Rotation Group 2: Author & Reading Presentation

Person Responsible

Elizabeth Gallaway

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign in Sheet & Presentation Handouts

Action Step 3 `5`

Rotation Group 3: Student Performances & Art Show

Person Responsible

Brittany Wade

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign in Sheet & Presentation Handouts

Action Step 4 `5`

Rotation Group 4: Meal & School Information

Person Responsible

Courtney Singletary

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign in Sheet & Presentation Handouts

Action Step 5 `5`

Welcome & Guides

Person Responsible

Franci Dupre

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Welcome packet (map, basic school information, rotation schedule with room numbers, times, and presentation topic/person) and sign in sheet.

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

Surveys

Person Responsible

Holly Popa

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Guests will be asked to take a brief survey about the activities at the end of the final rotation. This survey will let us know feedback about the community's response to the event, what they would like to see changed, added, or improved, and what they enjoyed. Holly Popa and SAC will review the survey's feedback to help plan for future family nights.

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

Parental and community attendance and participation at other school functions (events, activities, games, and meetings)

Person Responsible

Gary Long

Schedule

Weekly, from 10/9/2014 to 6/5/2015

Evidence of Completion

The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person will have three days to give the evidence to the APA.

G2.B4.S2 Monthly Parent and Student Activities: each month, the parents and students will be encouraged to participate in an activity. 4

S096321

Strategy Rationale

These activities are designed to encourage student and parent participation in school related functions. Once the parents are more involved at the school, student achievement will hopefully increase when students realize their parents are more aware of the school and their child's academics and school activities. The students should be came to realize their parents and the staff at school do care about their academic progress.

Action Step 1 5

Plan the activities notes

Person Responsible

Courtney Singletary

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Courtney will have the informational contact sent to parents and students about the activities and her planning notes for each month. Also, she will have the evidence results for each event. These results might be sign in sheets, and pictures.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Collection of evidence of the activities' completion

Person Responsible

Holly Popa

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Monthly, Holly will check on the progress of the activities' planning and completion by holding a monthly conference with Courtney Singletary.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Parental and community attendance and participation at other school functions (events, activities, games, and meetings)

Person Responsible

Gary Long

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person has three days to give the evidence to the APA.

G2.B4.S3 Department Student Incentive Programs: each department will have the opportunity to create an incentive program designed to meet the SIP targets. `4`

🔑 S096322

Strategy Rationale

Each department has different types of challenges (for example: students' learning of subject matter, students' academic abilities, students' interest in subject content, and students' levels of knowledge). These challenges might hinder the students' achievement levels. The incentive programs will be designed to allow departments to overcome these challenges and make student learning easier. The students might be rewarded for earning an "A" during a nine weeks, or coming to class on time everyday for a month, or participating in all class lessons and activities for a month.

Action Step 1 `5`

The development and the implementation of the department incentive program.

Person Responsible

Gary Long

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

The Department Head will guide their departments in the development and implementation of the student incentive program. After creating the program, the Department Head will give it to Gary Long for approval. Once Gary approves it, the SAC will vote on the funding of the program. When SAC approves the funding, the Department Head will keep an evidence record of the students receiving incentives and track the program's effectiveness with student discipline, tardies, attendances, and grades.

Plan to Monitor Fidelity of Implementation of G2.B4.S3 `6`

Monthly Progress Meeting

Person Responsible

Gary Long

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Gary Long and the Department Head will meet to discuss the program and its effectiveness.
Notes from the meeting will be recorded.

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 `7`

Yearly Success meeting

Person Responsible

Gary Long

Schedule

On 5/29/2015

Evidence of Completion

Gary Long and the Department Head will meet to discuss the program and its effectiveness
during the entire year. The Department Head will turn in the records of how the incentives
were used. Notes from the meeting will be recorded.

G2.B4.S4 Quarterly School Incentive Program: the students will be given the opportunity to earn an incentive if they meet the requirements for the quarter. The incentive will be field day activities. [4]

S096323

Strategy Rationale

The students will be rewarded for having no tardy referrals, passing grades (C and higher), 3 or fewer excused absences, and no in school or out of school suspensions or referrals. The reward will be an afternoon of field day type activities and games which will be team building games and activities. The faculty, administration, and staff want the students to realize we appreciate their efforts and we are willing to treat them for their good efforts.

Action Step 1 [5]

Students get grade, attendance, and discipline sheets signed by faculty and staff.

Person Responsible

Gary Long

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Gary Long will create an activity sign up sheet for students. The students need to have the faculty and staff sign their sheets 1 week before the quarterly reward activity.The sheets will be turned into their homeroom teacher and she or he will turn the sheets into Gary Long. The students must have 3 or fewer excused absences, all passing grades (C's and higher), no tardy referrals, and no behavior referrals.

Action Step 2 [5]

Activity 1: Movie, Show, or Presentation

Person Responsible

Franci Dupre

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

The students will have the opportunity to go to the auditorium to watch a movie, show, or presentation for the last 2 hours of school on a Friday afternoon.

Action Step 3 `5`

Activity 2: Team Building Activity

Person Responsible

Courtney Singletary

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Courtney Singletary, Avid, and Student Government and their students will be planning team building activities for the students to participate in for the last 2 hours of school on a Friday.

Plan to Monitor Fidelity of Implementation of G2.B4.S4 `6`

Planning Notes & Student Sign In Sheets

Person Responsible

Gary Long

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Gary Long will meet with the activity planners 1 month before the activity to discuss the planning of the next activity. Gary will have the notes from the groups, his meeting notes, and the student sign in sheets as evidence of the implementation.

Plan to Monitor Effectiveness of Implementation of G2.B4.S4 `7`

School Data

Person Responsible

Gary Long

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Gary Long will check our student GPA's, current attendance rate, tardy count, and behavior referrals. The data numbers will help to determine if the quarterly incentive program is improving these areas.

G2.B4.S5 Weekly School Incentive Program: the students will be given the opportunity to earn an incentive for no tardies and good behaviors each week. Some incentive examples are free admission to an athletic event and head of the lunch line passes. 4

S096324

Strategy Rationale

Daily, the students will possibly earn a ticket for coming to class on time and for having good behavior during class. The students will place their tickets in a bucket for the opportunity to have their name pulled for an incentives. The faculty, administration, and staff want the students to realize we appreciate their efforts and we are willing to treat them for their good efforts.

Action Step 1 5

Teacher pass out of reward tickets.

Person Responsible

Holly Popa

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Teachers will pick four randomly chosen classes each week to pass out reward tickets to the students. The students will turn in the tickets to the ticket box in the student cafeteria weekly. Holly Popa will checking with teachers throughout the year to make sure teachers are passing out the tickets.

Plan to Monitor Fidelity of Implementation of G2.B4.S5 6

Drawing of tickets and record keeping of the students receiving the awards.

Person Responsible

Holly Popa

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Holly will keep a count of the reward tickets turned in by students to determine if the students are receiving the tickets and if the program is effective if tardies and off task behaviors decrease. Also, she will record the students receiving the weekly awards. Every Friday at the end of the day, Holly Popa will draw 10 to 20 students to receive the weekly rewards. The rewards might be free admission to an athletic event, head of the lunch line, gift cards, or food.

Plan to Monitor Effectiveness of Implementation of G2.B4.S5 `7`

Weekly Check off program

Person Responsible

Gary Long

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Gary Long will monitor the effectiveness of the reward program by meeting with Holly Popa. The meeting notes will the show how the reward program changes over the year to encourage more students and teachers to participate and track if the rewards are working on decreasing the number of tardies and off task behaviors.

G2.B6 Little personal interaction and connection between faculty members `2`

🔍 B085641

G2.B6.S1 Family Night: the faculty and staff are inviting the parents and community to the school for an information night. The parents will rotate through 4 stations (Law Enforcement (School Resource Officer), Author & Reading, Student Performances & Displays, and Meal & School Information Displays). `4`

🔍 S096325

Strategy Rationale

The faculty, administration, and staff want the students, parents, and community to feel welcome at the school and we would like to build and strengthen relationships with these stakeholder groups.

Action Step 1 `5`

Rotation Group 1: (SRO) Law Enforcement Presentation

Person Responsible

Jose Morffi

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign Sheets & Presentation Handouts

Action Step 2 `5`

Rotation Group 2: Author & Reading Presentation

Person Responsible

Elizabeth Gallaway

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign Sheets & Presentation Handouts

Action Step 3 `5`

Rotation Group 3: Student Performances & Art Show

Person Responsible

Brittany Wade

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign Sheets & Presentation Handouts

Action Step 4 `5`

Rotation Group 4: Meal & School Information

Person Responsible

Courtney Singletary

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Sign Sheets & Presentation Handouts

Action Step 5 `5`

Welcome & Guides

Person Responsible

Franci Dupre

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

Welcome Packet (map, basic school information, rotation schedule with room numbers/ times, and presentation topic/person) and sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Surveys

Person Responsible

Holly Popa

Schedule

Semiannually, from 10/9/2014 to 1/27/2015

Evidence of Completion

A survey will be given to faculty and administration to get feedback about the event. Holly Popa and SAC will use the feedback when planning future nights.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Faculty participation and attendance at other school functions (events, activities, games, and meetings)

Person Responsible

Gary Long

Schedule

Weekly, from 10/9/2014 to 6/5/2015

Evidence of Completion

The APA (Gary Long) will keep a record of faculty attendance and participation at those events. The records will be teacher sign in sheets completed by the function's contact person. The contact person will have three days to give the evidence to the APA. Hopefully, the record will show the faculty support of school functions through their participation of and attendance to school functions.

G2.B6.S2 Monthly Teacher Social Gatherings (Team Building): each month one of the school departments will host a faculty activity to be held right after the monthly faculty meeting. `4`

🔑 S096326

Strategy Rationale

The faculty and administration need to strengthen and establish professional relationships by getting to know each other. We have a large faculty with little contact from department to department. These activities are designed to have individuals from different departments get to know each and start to build a school wide team. Hopefully, once the faculty and administration get to know each other better and see themselves as one team unit, everyone will have a vested interest in the success of their peers. Our students will then see we are do communicate across content areas and care about what happens in other areas of the school. If the teachers and administration care, maybe they (the students) should to.

Action Step 1 `5`

Pre-survey of teacher interest and interaction

Person Responsible

Holly Popa

Schedule

On 8/15/2014

Evidence of Completion

The survey's results will be used to determine teacher Interests and as baseline data of teacher interaction with each other.

Action Step 2 `5`

Monthly Teacher Social Gatherings (Team Building)

Person Responsible

Holly Popa

Schedule

Monthly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Each department is assigned a month to plan the activity. The department will select a contact person and she or he will be responsible for giving the evidence to Holly Popa. The evidence might be an invitation, pictures, or a sample product.

Plan to Monitor Fidelity of Implementation of G2.B6.S2 `6`

Teacher Sign Sheet

Person Responsible

Holly Popa

Schedule

Monthly, from 8/29/2014 to 6/5/2015

Evidence of Completion

A record will be kept of teacher participation of the activities. The event's contact person will give the sign in sheets to Holly Popa no later than 3 days after the event.

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 `7`

Post Survey: teacher interaction with peers

Person Responsible

Gary Long

Schedule

On 6/5/2015

Evidence of Completion

The survey's feedback will determine if the teachers have developed team building relationships among the faculty after a year of activities.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.A1	Rotation Group 1: (SRO) Law Enforcement Presentation	Morffi, Jose	10/9/2014	Sign in Sheet & Presentation Handouts	1/27/2015 semiannually
G2.B2.S1.A1	Rotation Group 1: (SRO) Law Enforcement Presenation	Morffi, Jose	10/9/2014	Sign Sheets & Presentation Handouts	1/27/2015 semiannually
G2.B6.S1.A1	Rotation Group 1: (SRO) Law Enforcement Presentation	Morffi, Jose	10/9/2014	Sign Sheets & Presentation Handouts	1/27/2015 semiannually
G2.B6.S2.A1	Pre-survey of teacher interest and interaction	Popa, Holly	8/15/2014	The survey's results will be used to determine teacher Interests and as baseline data of teacher interaction with each other.	8/15/2014 one-time
G2.B2.S2.A1	Gathering of school information and creating of the parent points.	Wade, Brittany	8/19/2014	Brittany will gather the times information for the school functions and create the parent points each month.	6/5/2015 monthly
G2.B2.S3.A1	Plan the monthly activities notes	Singletary, Courtney	8/19/2014	Courtney will have the informational contact sent to parents and students about the activities and her planning notes for each month. Also, she will have the evidence results for each event. These results might be sign in sheets, and pictures.	5/29/2015 monthly
G2.B4.S2.A1	Plan the activities notes	Singletary, Courtney	8/19/2014	Courtney will have the informational contact sent to parents and students about the activities and her planning notes for each month. Also, she will have the evidence results for each event. These results might be sign in sheets, and pictures.	5/29/2015 monthly
G2.B4.S3.A1	The development and the implementation of the department incentive program.	Long, Gary	8/19/2014	The Department Head will guide their departments in the development and implementation of the student incentive program. After creating the program, the Department Head will give it to Gary Long for approval. Once Gary approves it, the SAC will vote on the funding of the program. When SAC approves the funding, the Department Head will keep an evidence record of the students receiving incentives and track the program's effectiveness with student discipline, tardies, attendances, and grades.	5/29/2015 monthly
G2.B4.S5.A1	Teacher pass out of reward tickets.	Popa, Holly	8/19/2014	Teachers will pick four randomly chosen classes each week to pass out reward tickets to the students. The students will turn in the tickets to the ticket box in the student cafeteria weekly. Holly Popa will checking with teachers throughout the year to make sure teachers are passing out the tickets.	5/29/2015 weekly
G2.B4.S4.A1	Students get grade, attendance, and discipline sheets signed by faculty and staff.	Long, Gary	8/19/2014	Gary Long will create an activity sign up sheet for students. The students need to have the faculty and staff sign their sheets 1 week before the quarterly reward activity.The sheets will be turned into their homeroom teacher and she or he will turn the sheets into Gary Long. The students must have 3 or fewer excused absences, all passing	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				grades (C's and higher), no tardy referrals, and no behavior referrals.	
G1.B1.S1.A1	Demonstration Classrooms & Lesson plans	Gottman, Lisa	8/19/2014	Lisa Gottman will ask the faculty to invite her to their rooms for observations, hand in lesson plans, and be a demonstration classroom or observe a demonstration classroom. Demonstration classrooms: the demonstration teacher will be asked to give a sample lesson plan to the reading coach and the observing teachers. The observing teachers will be asked to create notes about the demonstration and explain any insights. All teachers will participate at least once a year as either a demonstration or participate teacher. Every teacher going to the trainings will be asked to submit a lesson plan to the reading coach and arrange for the reading coach to visit their classroom during a CIS Lesson or while using a reading strategy. One CIS lesson plan or reading strategy needs to be submitted by every teacher every nine weeks and one visit by the reading coach must be completed once a semester. The reading coach will keep a record of the classroom visits.	5/29/2015 monthly
G2.B4.S1.A2	Rotation Group 2: Author & Reading Presentation	Gallaway, Elizabeth	10/9/2014	Sign in Sheet & Presentation Handouts	1/27/2015 semiannually
G2.B2.S1.A2	Rotation Group 2: Author & Reading Presentations	Gallaway, Elizabeth	10/9/2014	Sign Sheets & Presentation Handouts	1/27/2015 semiannually
G2.B6.S1.A2	Rotation Group 2: Author & Reading Presentation	Gallaway, Elizabeth	10/9/2014	Sign Sheets & Presentation Handouts	1/27/2015 semiannually
G2.B6.S2.A2	Monthly Teacher Social Gatherings (Team Building)	Popa, Holly	8/29/2014	Each department is assigned a month to plan the activity. The department will select a contact person and she or he will be responsible for giving the evidence to Holly Popa. The evidence might be an invitation, pictures, or a sample product.	6/5/2015 monthly
G2.B4.S4.A2	Activity 1: Movie, Show, or Presentation	Dupre, Franci	8/19/2014	The students will have the opportunity to go to the auditorium to watch a movie, show, or presentation for the last 2 hours of school on a Friday afternoon.	5/29/2015 quarterly
G1.B1.S1.A2	Administrative Walk Throughs	Graham, Gary	8/19/2014	Gary Graham (APC) will ensure the other administrators will complete walk throughs of classrooms looking for reading strategies and CIS lessons. The administrators will keep a record of the walk throughs and these will be turned into Gary Graham.	5/29/2015 quarterly
G2.B4.S1.A3	Rotation Group 3: Student Performances & Art Show	Wade, Brittany	10/9/2014	Sign in Sheet & Presentation Handouts	1/27/2015 semiannually
G2.B2.S1.A3	Rotation Group 3: Student Performances & Art Show	Wade, Brittany	10/9/2014	Sign Sheets & Presentation Handouts	1/27/2015 semiannually
G2.B6.S1.A3	Rotation Group 3: Student Performances & Art Show	Wade, Brittany	10/9/2014	Sign Sheets & Presentation Handouts	1/27/2015 semiannually
G2.B4.S4.A3	Activity 2: Team Building Activity	Singletary, Courtney	8/19/2014	Courtney Singletary, Avid, and Student Government and their students will be planning team building activities for the	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				students to participate in for the last 2 hours of school on a Friday.	
G2.B4.S1.A4	Rotation Group 4: Meal & School Information	Singletary, Courtney	10/9/2014	Sign in Sheet & Presentation Handouts	1/27/2015 semiannually
G2.B2.S1.A4	Rotation Group 4: Meal & School Information	Singletary, Courtney	10/9/2014	Sign Sheets & Presentation Handouts	1/27/2015 semiannually
G2.B6.S1.A4	Rotation Group 4: Meal & School Information	Singletary, Courtney	10/9/2014	Sign Sheets & Presentation Handouts	1/27/2015 semiannually
G2.B4.S1.A5	Welcome & Guides	Dupre, Franci	10/9/2014	Welcome packet (map, basic school information, rotation schedule with room numbers, times, and presentation topic/person) and sign in sheet.	1/27/2015 semiannually
G2.B2.S1.A5	Welcome & Guides	Dupre, Franci	10/9/2014	Welcome Packet (map, basic school information, rotation schedule with room numbers/times, and presentation topic/person) and sheet in sheet	1/27/2015 semiannually
G2.B6.S1.A5	Welcome & Guides	Dupre, Franci	10/9/2014	Welcome Packet (map, basic school information, rotation schedule with room numbers/times, and presentation topic/person) and sign in sheets	1/27/2015 semiannually
G1.MA1	Reading Strategy Evaluation	Bowden, Pamela	Lisa Gottman (Reading Coach), Holly Popa (SAC Chair), Gary Graham (APC), Gary Long (APA), and Pamela Bowden (Principal) will meet and discuss the effectiveness of the reading strategies and CIS lesson plans and the monthly trainings. Hopefully, student achievement would have increased in their content area classes and on standardized testing since the students are reading complex texts and completing higher level thinking activities.	5/29/2015 one-time	
G1.B1.S1.MA1	Teacher Implementation of Reading Strategies Across Content Areas	Graham, Gary	8/19/2014	Gary Graham (APC) will use administrative walkthrough notes,	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				teacher lesson plans, and EET results to determine teacher fidelity in using reading strategies in their content areas.	
G1.B1.S1.MA1	Reading Strategy and CIS Lesson Plan Collection	Gottman, Lisa	8/19/2014	Lisa Gottman will semiannually gather the evidence and place it in the SIP binders.	5/29/2015 semiannually
G1.B1.S1.MA2	Administrative Walk Throughs	Graham, Gary	8/19/2014	Gary Graham will semiannually gather the evidence and place it in the SIP binders.	5/29/2015 semiannually
G2.MA1	Determination if the goal's strategies were effective.	Bowden, Pamela	APA (Gary Long), APC (Gary Graham), SAC Chair (Holly Popa), and Principal (Pamela Bowden) will determine the strategies improved the parent and student climate surveys. If we were able to improve parental and student attitudes and perceptions, student achievement has to hopefully increase once all stakeholder groups are motivated to work as a collective whole to student achievement rise	5/29/2015 one-time	
G2.B2.S1.MA1	Parental and community attendance and participation at other school functions (events, activities, games, and meetings)	Long, Gary	10/9/2014	The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person has three days to give the evidence to the APA.	6/5/2015 daily
G2.B2.S1.MA1	Surveys	Popa, Holly	10/9/2014	Guests will be asked to take a brief survey about the activities at the end of the final rotation. This survey will let us know feedback about the community's response to the event, what they would like to see changed, added, or improved, and what they enjoyed. Holly Popa and SAC will review the survey's	1/27/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				feedback to help plan for future family nights.	
G2.B4.S1.MA1	Parental and community attendance and participation at other school functions (events, activities, games, and meetings)	Long, Gary	10/9/2014	The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person will have three days to give the evidence to the APA.	6/5/2015 weekly
G2.B4.S1.MA1	Surveys	Popa, Holly	10/9/2014	Guests will be asked to take a brief survey about the activities at the end of the final rotation. This survey will let us know feedback about the community's response to the event, what they would like to see changed, added, or improved, and what they enjoyed. Holly Popa and SAC will review the survey's feedback to help plan for future family nights.	1/27/2015 semiannually
G2.B6.S1.MA1	Faculty participation and attendance at other school functions (events, activities, games, and meetings)	Long, Gary	10/9/2014	The APA (Gary Long) will keep a record of faculty attendance and participation at those events. The records will be teacher sign in sheets completed by the function's contact person. The contact person will have three days to give the evidence to the APA. Hopefully, the record will show the faculty support of school functions through their participation of and attendance to school functions.	6/5/2015 weekly
G2.B6.S1.MA1	Surveys	Popa, Holly	10/9/2014	A survey will be given to faculty and administration to get feedback about the event. Holly Popa and SAC will use the feedback when planning future nights.	1/27/2015 semiannually
G2.B2.S2.MA1	Parental and community attendance and participation at other school functions (events, activities, games, and meetings)	Long, Gary	8/15/2014	The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person has three days to give the evidence to the APA.	6/5/2015 daily
G2.B2.S2.MA1	Collection of parent points	Popa, Holly	8/19/2014	Holly Popa will keep a collection of parent points printed from the Durant's webpage link.	6/5/2015 monthly
G2.B4.S2.MA1	Parental and community attendance and participation at other school functions (events, activities, games, and meetings)	Long, Gary	8/19/2014	The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person has three days to give the evidence to the APA.	5/29/2015 monthly
G2.B4.S2.MA1	Collection of evidence of the activities' completion	Popa, Holly	8/19/2014	Monthly, Holly will check on the progress of the activities' planning and completion by holding a monthly conference with Courtney Singletary.	5/29/2015 monthly
G2.B6.S2.MA1	Post Survey: teacher interaction with peers	Long, Gary	6/5/2015	The survey's feedback will determine if the teachers have developed team building relationships among the faculty after a year of activities.	6/5/2015 one-time
G2.B6.S2.MA1	Teacher Sign Sheet	Popa, Holly	8/29/2014	A record will be kept of teacher participation of the activities. The	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				event's contact person will give the sign in sheets to Holly Popa no later than 3 days after the event.	
G2.B2.S3.MA1	Parental and community attendance and participation at other school functions (events, activities, games, and meetings)	Long, Gary	8/19/2014	The APA (Gary Long) will keep a record of parental and community attendance and participation at those events. The record will be sign in sheets and counts completed by the function's contact person. The contact person has three days to give the evidence to the APA.	5/29/2015 monthly
G2.B2.S3.MA1	Collection of evidence of the activities' completion	Popa, Holly	8/19/2014	Monthly, Holly will check on the progress of the activities' planning and completion by holding a monthly conference with Courtney Singletary.	5/29/2015 monthly
G2.B4.S3.MA1	Yearly Success meeting	Long, Gary	9/3/2014	Gary Long and the Department Head will meet to discuss the program and its effectiveness during the entire year. The Department Head will turn in the records of how the incentives were used. Notes from the meeting will be recorded.	5/29/2015 one-time
G2.B4.S3.MA1	Monthly Progress Meeting	Long, Gary	8/19/2014	Gary Long and the Department Head will meet to discuss the program and its effectiveness. Notes from the meeting will be recorded.	5/29/2015 monthly
G2.B4.S4.MA1	School Data	Long, Gary	8/19/2014	Gary Long will check our student GPA's, current attendance rate, tardy count, and behavior referrals. The data numbers will help to determine if the quarterly incentive program is improving these areas.	5/29/2015 quarterly
G2.B4.S4.MA1	Planning Notes & Student Sign In Sheets	Long, Gary	8/19/2014	Gary Long will meet with the activity planners 1 month before the activity to discuss the planning of the next activity. Gary will have the notes from the groups, his meeting notes, and the student sign in sheets as evidence of the implementation.	5/29/2015 quarterly
G2.B4.S5.MA1	Weekly Check off program	Long, Gary	8/19/2014	Gary Long will monitor the effectiveness of the reward program by meeting with Holly Popa. The meeting notes will the show how the reward program changes over the year to encourage more students and teachers to participate and track if the rewards are working on decreasing the number of tardies and off task behaviors.	5/29/2015 weekly
G2.B4.S5.MA1	Drawing of tickets and record keeping of the students receiving the awards.	Popa, Holly	8/19/2014	Holly will keep a count of the reward tickets turned in by students to determine if the students are receiving the tickets and if the program is effective if tardies and off task behaviors decrease. Also, she will record the students receiving the weekly awards. Every Friday at the end of the day, Holly Popa will draw 10 to 20 students to receive the weekly rewards. The rewards might be free admission to an athletic event, head of the lunch line, gift cards, or food.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All teachers will use reading strategies in their daily lesson plans to increase student achievement in the content areas and reading.

G1.B1 Teacher buy-in: understand everyone teaches reading.

G1.B1.S1 Monthly Reading Training

PD Opportunity 1

Demonstration Classrooms & Lesson plans

Facilitator

Lisa Gottman, Holly Popa, Holley Kimble, and various Reading Teachers

Participants

All Instructional Faculty Members

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: Student Achievement will increase when faculty, parent, and student relationships are strengthened and character (values) are demonstrated; excellence will happen. Character Achievement Relationships Excellence	1,000
Grand Total	**1,000**

Goal 2: Student Achievement will increase when faculty, parent, and student relationships are strengthened and character (values) are demonstrated; excellence will happen. Character Achievement Relationships Excellence		
Description	**Source**	**Total**
B2.S1.A2 - Business Partner Donation from Pilka & Associates, P.A.	Other	200
B2.S1.A3	Other	0
B2.S1.A4 - Business Partner Donation (300 from Pilka & Associates, P.A. & 400 Property Care Specialists)	Other	700
B2.S1.A4 - Class Council Donations (25 from each class)	Other	100
Total Goal 2		**1,000**