Wharton High School

2014-15 School Improvement Plan

Wharton High School

20150 BRUCE B DOWNS BLVD, Tampa, FL 33647

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	48%

Alternative/ESE Center	Charter School	Minority
No	No	65%

School Grades History

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

To empower all students with the knowledge and skills necessary to become productive, responsible citizens of society.

Provide the school's vision statement

To provide all students with the opportunities to obtain a rigorous and relevant education in order to graduate from high school and attend college, or begin a career.

School Environment

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

Every year the school administers a school climate survey in order to acquire information from students and family about the school. This information is utilized and reviewed to enable school staff and faculty to make improvements to the school as necessary.
There is also Open House before the beginning of the school year to enable teachers and students to build an initial rapport prior to the beginning of the school year. During this time frame, teachers introduce themselves to students and parents. Teachers also share important information about their class with students to ensure that students start the school year on a good note.
The Student Government at our school is another resource that the school uses to give students a voice and get feedback from students about the school. This information is used at ICC meetings to help strengthen the school culture and continuously build relationships with students and teachers.

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

The school creates an environment where students feel safe by using a variety of methods. The primary one would be directly present adults supervising any areas where students are present. Students should not have to go far to find an adult to report issues or express any concerns that reflect feelings of unsafety. This presence of adults includes a mandate of teachers at their doors during passing periods as well as a schedule of administrators posted in the busiest halls of student traffic.
In addition, the school has always communicated the importance of reporting activities through utilizing Crimestoppers as well as our School Resource Officer (SRO). Teachers have the Crimestopper poster visible in their classroom so that students can report suspicious activities, bullying activities, and/or criminal activities to the appropriate authorities.
The School Resource Officer (SRO) is present at the school every day with a police vehicle parked in front of the school. The SRO is employed at the school to enforce the law and maximize student safety in the school. The SRO also helps with maintaining and containing order in the school.
Every teacher (except ESE teachers) has a duty that they need to fulfill throughout the school year. Some duties are in the mornings prior to the beginning of school, where we have posts on the bus ramp, in the hallways, and in front of the school. During the mornings and before the 1st period bell rings, students are not allowed in most of the school buildings. This is a system to monitor student activity and ensure that all students are being supervised.
Moreover, some of the duties that teachers and administrators have are during the lunch periods. There is always at least one administrator in the cafeteria, and two to three administrators along the

outskirts of the cafeteria. Teachers also help with the supervision during the lunch periods by making sure the lunch line moves quickly and smoothly and that students are not being unfair to each other by skipping in the lunch line.

At the end of the day, there are administrators and teachers on the bus ramp to ensure that students get on their assigned bus and that order and safety are maintained in this area.

Last but certainly not least, the purchase and installation of surveillance cameras in the building has proved to be a vital resource in ensuring the safety at times and in places where human eyes are not accessible for monitoring. The installation of surveillance cameras have also acted as a deterrent to prevent students from getting into trouble as they know that they are being watched at all times. The surveillance cameras are a great addition to our school that helps us maximize the safety in our school.

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

The school-wide behavior system applies to every student in the school. Although discipline is handled on a case-by-case individual basis, it is the intent of the system to ultimately extend beyond the offices into the halls as an operating pulse of the climate of the school in terms of discipline. The school recently adopted a school wide discipline plan that consists of step-by-step strategies for correcting behaviors. These steps function in an ascending format, starting with verbal warnings and parent communication, to ultimately ending in administrative intervention in its most extreme degree of disruption. Teachers and staff partake in whole-group training sessions that include a breakdown of the steps, Q&A opportunities for clarity and understanding, and input for changes if deemed necessary. Follow-up discussions occur throughout the year on the system's success at faculty meetings.

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	117	104	97	90	408
One or more suspensions	163	240	205	151	759
Course failure in ELA or Math	112	181	154	84	531
Level 1 on statewide assessment	231	164	111	51	557
Number of Students School-wide	637	617	547	485	2286

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	168	218	165	101	652

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 school's mission and vision statements are posted on the school's website for all stakeholders to see and internalize. Teachers post grades, important messages, and due dates for assignments and projects onto the virtual gradebook called Edsby. Students and parents have accounts so that they may access this virtual tool to stay in tuned with updated grades in their classes and assignments and projects that are coming up in their classes. Teachers can also post general announcements on Edsby to share information with students and parents.

The school also has parent-teacher conference nights throughout the school year so that parents can have face-to-face interaction with teachers to discuss progress and see work samples of their child's work. Parents also get to see the set-up of teachers' classrooms and how the physical space in the classrooms are set up to meet the needs of students and promote cooperative learning.

The school also uses the ParentLink and the marquee to communicate dates and events to parents, so that parents are always informed to what is going on at the school. When parents are informed to what is happening the school, they are more prone to get involved in the school community and share ideas with educators on how to better meet the needs of students.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school strives to build and sustain relationships with the local community in order to maximize resources and support the school and student achievement. The school's PTSA partners with local businesses to bring certain things to our school. For instance, during parent-teacher conference nights, there is lunch for the teachers that is sponsored by PTSA. During pre-planning week, the PTSA also furnishes the staff and faculty with breakfast throughout that whole week. Additionally, during teacher-appreciation week the PTSA and local businesses work to provide our teachers with discounts on certain items and amenities to convey to the teachers that they are appreciated for all that they do for our school and students.

There are also athletic boosters, band boosters, JROTC boosters that help the school build and sustain relationships with local businesses. The school's clubs and organizations also try to initiate relationships with parents who may be part of local businesses and/or can provide resources at their disposal.

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
Woods, Bradley	Principal

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
• Subject Area Leaders (Middle)
• Team Leaders (Middle)
• 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)
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 data-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:

o Analyze student outcomes and make data-driven decisions:

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

o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).

o Develop and target interventions based on confirmed hypotheses.

o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

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

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

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

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

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

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

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

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

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

• Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.

• Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.

• Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.

• Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.

• Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.

• Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).

• Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)

• Strengthen Tier 1 core instruction by:

o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)

o Supporting PLCs with planning and delivering rigorous core instruction.

o Ensuring opportunities for common assessments are provided across each grade level.

o Reviewing common assessment data to monitor students Response to Core Instruction.

o Monitoring the fidelity of instructional practices.

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
Manley Eugene	Teacher
Bradley Woods	Principal
Kedric Harris	Principal
Leslie Blake	Parent
Janice Nestor	Parent
Christopher Hart	Teacher
Angelique Linton	Teacher
Holland Davison	Teacher
Nasia Clark-Williams	Teacher
Virginia Diaz	Teacher
Sonia Rios	Teacher
Kenneth Gilreath	Parent
Asha Gilreath	Student
Barry Doupnik	Student
AJ Blake	Student
Ed Coursey	Business/Community
Donald Royer	Parent
Kim Weidlich	Parent
Jeffrey Weidlich	Student
Lindsay Guntner	Teacher
Lisa Golicher	Business/Community
Amy DeLeslie	Parent
Jennifer Novello	Teacher

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

SAC was presented the school improvement plan last October; the academic goals, disciplinary goals, and attendance goals were all approved by SAC. Overall, the school's plan to meet the needs of our students and and increase student achievement was favorable to the committee. SAC was also involved in ensuring the SAC funds are used towards the goals that were established in the school improvement plan.

Development of this school improvement plan

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

The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

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

Teacher's Name Department Item Quantity Vendor's Name Item # Item Price
David Tolley
General/IMPACT Barron's ACT 17th Edition 3 Barnes and Noble 9781438000978 $45.57
Same as above
General/IMPACT Cliffnotes ACT Cram Plan 2 Barnes and Noble 9780470471739 $23.98
Georgie Collins
ESE Exploring Budgeting 1 Attainment Company 100895 $159.00
Same as above
ESE Explore Math 1 Attainment Company 100895 $159.00
Same as above
ESE Daily Reading Comp Books 1 Attainment Company 100895 $149.00
Same as above
ESE High Priority Vocabulary Curriculum 1 Attainment Company 100895 $49.00

Same as above ESE Scholastic News Magazines 20 112418 $49.50
Donna McGrew & Earl Bell Math Florida Geometry EOC Assessment Workbook 80 Barnes and
Noble 42072 9780738611129 $1,034.40
Nasia Clark-Williams
ESE Go Talk Express 32 1 Attainment Company GT-032W $229.00
Same as above
ESE Go Talk 32 Stand 1 Attainment Company GT-ECSW $79.00
Same as above ESE Reading Pens 3 Enable Mart 76059 $567.00
Same as above ESE Step Pad 1 Attainment Company ST-P05W $99.00
SAC SAT Prep Classes $800.00
Kia Flowers Reading Scholastic Action Magazine Subscription 25 Scholastic $116.88
Same as above Reading Divergent audiobook 1 Barnes and Noble $18.64
Same as above Reading After Tupac and D Foster audio 1 Barnes and Noble $17.99
Same as above Reading Tap Out Book 1 Barnes and Noble $8.36
Elizabeth Ignatius English Quartet Dry-Erase Lap Whiteboards 30 Office Depot 439771 $35.10
Debbie Fleming ESE Overhead Projector Screen 1 2914241 $37.80

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
Woods, Bradley	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.
Literacy Leadership Team includes:
Principal
Assistant Principal for Curriculum
Reading Coach
ESE Specialist
ELL Coordinator
Department Heads
The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-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 to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.
What will be the major initiatives of the LLT this year?

• Encouraging teacher collaboration in PLCs
• Implementation and evaluation of the SIP reading strategies across the content areas
• Professional Development
• Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
• Data analysis (on-going)
• Implement K-12 Reading Plan

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

Teachers who teach similar subjects or co-teach together will have a common planning period. Teachers will also have a wealth of opportunity to collaborate and plan instruction during Professional Learning Communities (PLCs). PLCs will meet at least once a month for the duration of the school year. During faculty meetings, teachers will also have the opportunity to share pedagogy, behavior management strategies, and best practices in small groups; then share highlights and bright ideas with whole group.

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

In order to ensure that the core instructional programs and materials are aligned to Florida's standards, teachers are required to take district trainings and professional development. District trainings and professional development allows teachers to enrich their pedagogy and acquire new strategies that they can implement in their classroom to increase student engagement and student learning in their classroom.
Teachers also have to complete an Individualized Professional Development Plan (IPDP) that

ensures that they are setting goals for improvement for the current school year. Teachers are encouraged to look at baseline data and use that information to come up with goals and objectives for that current school year. Teachers will have the opportunity to meet in small groups and discuss their IPDP with colleagues. The IPDP will also be visited at the end of the school year for teachers to see whether or not their goal and objectives have been met for that school year. If teachers do not meet goal and objectives on their IPDP for that school year, they will have the opportunity to problem solve and plan for next school year in their professional learning communities, with instructional leaders, and/or administration.

Every teacher is also required to attend Professional Learning Communities (PLC), where teachers have the opportunity to disaggregate and interpret data with their colleagues. Teachers can also use this time to model lessons and/or strategies and discuss best practices. This is also a great opportunity for teachers to lesson plan and check where everyone is on the pacing guide and/or provide assistance and support to each other as needed.

Every instructional department in the school follows district curriculum guides, which are aligned with Florida Standards. Department Heads and instructional coach may conduct period walk-throughs to help support teachers in the teaching process and give teachers recognition for the hard work that they do every day.

Administration and peer evaluators also conduct formal and informal observations to ensure that teachers' pedagogy and practices are aligned with Florida Standards. Teachers receive feedback on instruction in a timely manner based on the teacher evaluation rubric. Some of the key areas that teachers are evaluated on based on the rubric are planning, instruction, classroom environment, and student engagement.

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

The student data that is collected in the school helps our faculty and staff to make determinations on student schedules and teacher assignments. Student data drives the decision making process in the school. Students who score at a level 1 on math or reading state assessments are required to take an intensive or enrichment course to help them make academic progress and acquire learning gains. Teachers also differentiate learning in their classroom based on students' needs. Some teachers use baseline data from previous year as initial data to figure out the needs of their students. Moreover, some teachers administer a pre-assessment to gauge the needs of their students and make cooperative learning groups for their students based on those pre-assessment results. Teachers administer formative assessments throughout the school year in order to progress monitor students to ensure that the students are making adequate growth throughout the school year.

The Assistant Principal for Curriculum also pulls grades mid-way each quarter and at the end of the nine weeks and compiles a list of students earning Ds and Fs in their classes. This list is separated into individual teachers and sent to those teachers as a quick reference of students who may not or did not pass their class for that specific nine weeks. On this list, there is also parent contact information to encourage teachers to contact parents to inform parents of students who may not be doing well in their classes. This line of communication is another resource to touch base with parents and ensure that they are aware of their child's performance in school.

For state assessments, ESE students and ELL students are given appropriate accommodations to meet their needs in order to be successful. Students' accommodations are documented based on district and state procedures. All students are also given scratch paper to utilize to jot down ideas, work out math problems, and take notes on what they are reading.

The school also uses FAIR-FS data and last year's FCAT data to target students' reading needs. Based on this data, students are placed in appropriate reading classes and teachers can decide which strategies will more effective for their students in order to help increase student learning and student achievement.

The FAIR-FS, FCAT, student grades, and student attendance are used to target students for Extended Learning Program (ELP). This program is in addition to the regular school day where students can receive supplemental instruction to increase learning and help students prepare for state and district assessments. There is also after school boot camp ELP for students who can use more assistance in their reading fluency, vocabulary, and reading comprehension.

The school also provides opportunities for SAT Prep Classes through a variety of funding. The SAT Prep Classes are geared towards preparing students for the reading, writing, and math portions of the test. Students who meet certain scores can apply to colleges and/or universities of their choice. The SAT Prep Classes enable the school to meet students' needs by ensuring that they meet the prerequisite to be able to apply to attend college and/or a university.

Our school also uses Multi-Tiered Systems of Support-Response to Intervention (MTSS-RTI) to ensure that students' learning needs are met and to bridge the achievement gap. MTSS-RTI is evidence-based instructional and intervention support provided at increasing levels of intensity in a three tiered model. Within the MTSS-RTI, all instruction occurs in a three tiered system. Tier 1 is core instruction provided to all students; tier 2 is intervention provided to students in need of supplemental instruction; tier 3 is intervention provided to students in need of intensive instruction.

The school-based MTSS-RTI Leadership Team includes:

A. Bradley Woods-Principal
B. Kevin Stephenson-Assistant Principal for Curriculum
C. Mckinley Glover-Assistant Principal for Administration
D. Vicki Key – Assistant Principal for Student Affairs
E. Kedric Harris– Assistant Principal for Student Affairs
F. Kelly Horne – Assistant Principal for Student Affairs
G. Charles Morris- Assistant Principal for Student Affairs
H. Melissa Merchant – School Psychologist
I. Brian Noll– School Social Worker
J. Marian Coleman – ESE Specialist
K. Guidance Counselors (Rogers, Tonelli, Theiss, S. Ware, and D'Agostino)
L. Department Heads

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

Strategy: After School Program
Minutes added to school year: 6,500

Extended Learning Program (ELP) is a supplemental program to help bridge the achievement gap for students who are struggling in their core subjects and/or state assessments.

Strategy Rationale

This program is designed to meet the learning needs of students and increase student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stephenson, Kevin, kevin.stephenson@sdhc.k12.fl.us

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

FAIR-FS, formative assessments, and state assessments are used to monitor program effectiveness and measure students' learning throughout the school year; a trend of academic growth is expected as these data are analyzed.

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.

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.
The AVID program at our school site is geared towards meeting the needs of students and closing the achievement gap. AVID students are equipped with various strategies (cornell note-taking, asking essential question, quickwrites, reflections, think-pair-share, carousel brainstorming, anticipation guides, etc.) that will enable them to be successful in their core classes and be ready for collegiate level work. The AVID site team meet on a periodic basis to discuss best practices, AVID strategies, and the needs of students. The AVID curriculum and strategies foster students' critical thinking skills, enrich their problem solving skills, and promote collaboration with peers to accomplish common tasks. The academic tools and academic experiences that AVID students acquire help to increase their level of confidence and their chances of being successful in school and post high school.
Our school offers the following CTE organizations: FBLA, DECA, FCCLA, FFEA and HOSA. These organizations are very active in our school and prepare students for a good career post-high school. Marketing, TA, and Business classes offer Microsoft Office Specialist Certifications in PowerPoint, Word, and Outlook and Excel as well as Adobe Flash, Dreamweaver and CIW. All counting towards school grade and career readiness. Not to mention the DECA and FBLA clubs create real world job interviews and career scenarios for student preparation for the workforce.
Our College and Career Counselor does a lot of innovative stuff such as use of Twitter, edsby, eventbrite and remind 101 to regularly and efficiently communicate to students and parents about upcoming deadlines, events, scholarships, college visits, and other opportunities. She has also spearheaded the SAT prep sessions and college counseling sessions brought out to the University Area Community Development Center to specifically reach out and facilitate college and career readiness opportunities for students living in that area.
Additionally, our College and Career Counselor keeps the Success Center motivationally decorated with banners with a multitude of schools which have been attended by Wharton graduates, and she keeps it neatly stocked with current colleges, college prep and scholarship info. Moreover, she regularly pulls in each and every student for key updates and motivational discussions. She does this by periodically pulling them from English class for updates and provides them with grade-specific pamphlets and checklists.
She also hosts parent information sessions at appropriate times during the year, by grade level, so parents are also on track with what to expect and what actions they should be taking to be prepared for their child's success at each level.
Finally, our college and career counselor also hosts Scholarship Club and hosts "Get It Done Mondays" (where students can come to the Success Center during lunch periods and work on, with support and assistance, anything college-related, e.g., applications, scholarships, waivers, essays, etc.). She also hosts and chaperones several college visits each year, having requested and utilizing grant money she obtains for this purpose.

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

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

"Industry certifications are the central component of the implementation of the Florida Career ad Professional Act. In 2007 the Florida Legislature passed the Career and Professional Education Act. The purpose of the Act was to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy. While originally focused on industry certification attainment by secondary students, the 2013 Legislature expanded to include industry certification attainment by postsecondary students" (fldoe.org).

At our school several of our classes involve a curriculum component that allows students to earn Industry certification in Microsoft Word, Excel, Outlook, PowerPoint, Notes or Access. We also offer the Adobe Network Specialist IC, which is a very rigorous exam that covers Dreamweaver CS6, Flash CS6 or Photoshop CS--these are the preeminent software applications used in Digital and Web design professionally. Recently we added CIW IC in Web Applications, Electronic Commerce and Business Concepts--these again are very rigorous exams! Students receive certificates of achievement once they pass the exam, which they add to their professional development. Many students who do not typically excel in traditional education earn their certifications probably because it is hands-on and they see the relevance.

The nursing program at our school helps to prepare students for a career after high school. Students learn the essentials of being a certified nursing assistant. Students are also exposed to real-life scenarios and attend 40 hours of clinicals in an area hospital and nursing home. The structure of the curriculum and the class are very tactile so that students are able to have a hands-on experience and cooperatively learn with peers. After completion of the program, students are well prepared to take the state exam to be a certified nursing assistant.

Our school also offers an Early Childhood Education Program to our students. In this program, students can potentially receive some collegiate credit hours towards an undergraduate degree in Early Childhood Education. Students who successfully complete the program also earn a Florida Department of Education Early Childhood Professional Certificate (ECPC). Moreover, students enrolled in this course get real-life experience with young children in order to build their child care skills and knowledge base. Throughout the course of this program, students are expected to earn 480 hours of direct work with children 5 years of age or younger in order to earn their ECPC. One year of course work can equate to 120 hours being completed towards certification. Ideally, students should start the course as a freshmen and work their way through Course 1, Course 2, Course 3, and Course 4 to be able to potentially complete all or most hours for certification on school site. However, students can also earn hours outside of school at licensed and approved day care facilities.

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

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

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:
• Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
• Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.

• Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
• College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.
Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.
School-Level
Students may participate in the following:
• Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
• All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
• College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
• ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
• Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
• USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
• Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
• Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
• Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
• Through the AVID program, students are engaged in on-going college readiness activities.
• College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
• All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
• Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
• Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.
• Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

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

In 2012, our school had 463 seniors graduate with a high school diploma.

In 2012, 82.3% of our school's graduates scored at a level 3 or better on the 10th grade Math FCAT.

In 2012, 57.4% of our school's graduates scored at level 3 or better on the 10th grade Reading FCAT.

In 2012, 52.6% of our school's graduates scored at level 3 or better on both Reading and Math portions of FCAT.

In 2012, 66.3% of our school's graduates completed a college prep program.

In 2012, 63% of our graduates completed at least one AP, IB, AICE our dual enrollment course.

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.   Student achievement will increase when teachers receive support on interpreting and using data to drive instruction in their classroom to enhance student learning and motivate students to take ownership of their academic growth.

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. Student achievement will increase when teachers receive support on interpreting and using data to drive instruction in their classroom to enhance student learning and motivate students to take ownership of their academic growth. 1a

Targets Supported 1b

G036550

Indicator	Annual Target

Resources Available to Support the Goal 2

- Formative/Summative/Standardized Asessments
- Attendance Data
- TIF 2 Trainings
- Model Classrooms
- New PLC Structure/Layout
- EET Data
- IPDP
- Model Classrooms

Targeted Barriers to Achieving the Goal 3

- Time management for teachers

Plan to Monitor Progress Toward G1. 8

Students' achievement data will be monitored for improvement and gains (quarterly grades, semester exam grades, and standardized assessment scores: EOCs, Reading Assessment, and Writing Assessment). Teachers should see an increase in ratings for domain 2 (classroom environment) and domain 3 (Instruction).

Person Responsible
Bradley Woods

Schedule

Evidence of Completion
Teacher Evaluation Data; PLC Minutes; Student Achievement Data

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. Student achievement will increase when teachers receive support on interpreting and using data to drive instruction in their classroom to enhance student learning and motivate students to take ownership of their academic growth. 1

🔑 G036550

G1.B3 Time management for teachers 2

🔑 B091744

G1.B3.S1 More effective PLC Structure/Layout 4

🔑 S126884

Strategy Rationale

This will keep PLC meetings focused and engaged.

Action Step 1 5

The new PLC structure/layout will enable PLC meetings to be more focused and meaningful.

Person Responsible

Bradley Woods

Schedule

Evidence of Completion

Action Step 2 `5`

Teachers who teach same courses will have at least one common planning period

Person Responsible

Bradley Woods

Schedule

Evidence of Completion

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

Teachers will review student data, discuss best practices and strategies, and plan lessons.

Person Responsible

Bradley Woods

Schedule

Evidence of Completion

Student Achievement Data; Teacher Evaluations; Walk-throughs by administration

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

Teachers will implement best practices and strategies with fidelity in order to increase student achievement.

Person Responsible

Bradley Woods

Schedule

Evidence of Completion

Student Achievement Data, Teacher Evaluations, walk-throughs by administration

G1.B3.S4 More whole group faculty meetings 4

Strategy Rationale

S126887

This will enable the faculty to stay informed of important information and potentially discuss school-wide data and address school-wide issues.

Action Step 1 5

More faculty meetings that are focused on ongoing data chats, instructional strategies, and best practices

Person Responsible

Bradley Woods

Schedule

Evidence of Completion

Student Achievement Data; Teacher Evaluations; PLC Meeting Minutes; administrative walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

This action plan will be monitored by teacher attendance at faculty meetings; walk-throughs by administration, reading coach, and department heads to monitor implementation. Moreover, student achievement data will be collected periodically and data chats will be conducted at faculty meetings and PLC meetings. EET results should also look better for teachers.

Person Responsible

Bradley Woods

Schedule

Evidence of Completion

Teacher Evaluation Data; Student Achievement Data; IPDP; PLC Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 `7`

Teachers should see an increase in domain 3 (Instruction) on the EET Rubric.

Person Responsible

Bradley Woods

Schedule

Evidence of Completion

Teacher Evaluations; Student Achievement Data

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 `7`

Teachers should see an increase in domain 2 (Classroom Environment) and domain 3 (Instruction) on the EET Rubric.

Person Responsible

Bradley Woods

Schedule

Evidence of Completion

Teacher Evaluation Data; Student Achievement Data

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
G1.B3.S4.A1	More faculty meetings that are focused on ongoing data chats, instructional strategies, and best practices	Woods, Bradley	Student Achievement Data; Teacher Evaluations; PLC Meeting Minutes; administrative walkthroughs	biweekly	
G1.B3.S1.A1	The new PLC structure/layout will enable PLC meetings to be more focused and meaningful.	Woods, Bradley		monthly	
G1.B3.S1.A2	Teachers who teach same courses will have at least one common planning period	Woods, Bradley		one-time	
G1.MA1	Students' achievement data will be monitored for improvement and gains	Woods, Bradley	Teacher Evaluation	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	(quarterly grades, semester exam grades, and standardized assessment scores: EOCs, Reading Assessment, and Writing Assessment). Teachers should see an increase in ratings for domain 2 (classroom environment) and domain 3 (Instruction).		Data; PLC Minutes; Student Achievement Data		
G1.B3.S1.MA1	Teachers will implement best practices and strategies with fidelity in order to increase student achievement.	Woods, Bradley	Student Achievement Data, Teacher Evaluations, walk-throughs by administration	one-time	
G1.B3.S1.MA1	Teachers will review student data, discuss best practices and strategies, and plan lessons.	Woods, Bradley	Student Achievement Data; Teacher Evaluations; Walk-throughs by administration	monthly	
G1.B3.S4.MA1	Teachers should see an increase in domain 3 (Instruction) on the EET Rubric.	Woods, Bradley	Teacher Evaluations; Student Achievement Data	one-time	
G1.B3.S4.MA3	Teachers should see an increase in domain 2 (Classroom Environment) and domain 3 (Instruction) on the EET Rubric.	Woods, Bradley	Teacher Evaluation Data; Student Achievement Data	one-time	
G1.B3.S4.MA1	This action plan will be monitored by teacher attendance at faculty meetings; walk-throughs by administration, reading coach, and department heads to monitor implementation. Moreover, student achievement data will be collected periodically and data chats will be conducted at faculty meetings and PLC meetings. EET results should also look better for teachers.	Woods, Bradley	Teacher Evaluation Data; Student Achievement Data; IPDP; PLC Meeting Minutes	monthly	

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. Student achievement will increase when teachers receive support on interpreting and using data to drive instruction in their classroom to enhance student learning and motivate students to take ownership of their academic growth.

G1.B3 Time management for teachers

G1.B3.S1 More effective PLC Structure/Layout

PD Opportunity 1

The new PLC structure/layout will enable PLC meetings to be more focused and meaningful.

Facilitator

PLC Leaders and/or Reading Coach

Participants

School Faculty

Schedule

PD Opportunity 2

Teachers who teach same courses will have at least one common planning period

Facilitator

PLC Leaders; Instructional Leaders; Department Heads

Participants

School Faculty

Schedule

G1.B3.S4 More whole group faculty meetings

PD Opportunity 1

More faculty meetings that are focused on ongoing data chats, instructional strategies, and best practices

Facilitator

Administration and Teacher Leaders

Participants

School Faculty

Schedule

Technical Assistance Items

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