

Walker Middle Magnet School



2014-15 School Improvement Plan

Walker Middle Magnet School

8282 N MOBLEY RD, Odessa, FL 33556

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

38%

Alternative/ESE Center

No

Charter School

No

Minority

58%

School Grades History

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

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Equipping internationally minded students through rigorous, service based learning in an atmosphere of creativity, inquiry, and fun.

Provide the school's vision statement

Empowering students to take what they have learned and use it to make the world a better place.

School Environment

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

Students and staff participate in the following events in order to develop a deeper understanding of one another's cultures, as well as going beyond students' academic abilities:

Topical Wednesdays/Fridays

Club days: Drama, Poetry, FCA, Friendship Club, FBLA, Junior Civitan, Lobos Unidos, Math League, MUN, NJHS, Student Council, STEM-Pollution, and Technology club

Closing the Attitude Gap training

Between the Cracks book study

Asperger's Syndrome book study

Olweus

Many teachers are club sponsors and sport coaches

All teachers have or are earning ESOL endorsement

Both teachers and students using the ELL support staff for help

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

Teachers and administrative staff model and encourage the carrying out of IB MYP learner profile traits: balanced, risk-taker, inquirer, communicator, knowledgeable, caring, principled, open-minded, reflective, and thinker. Students are expected to adhere to the Walker Honor code, which is detailed in section I.A.2.c. Positive behavior is rewarded frequently by praise and incentives, while supports have been put in place for remediation of negative behaviors. These are detailed in section I.A.2.c. Teachers and administrators have duty assignments before, during, and after school to ensure proper supervision of entire campus during the operating school day. Guidance counselors, school psychologist, and school social worker are readily available for those students in need.

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

Walker operates under a positive behavior plan, referred to as the Walker Honor Code, which establishes an IB culture of honor. The purpose serves to foster positive behavior and global citizenship in our students with fairness and consistency while maximizing instructional time. Each staff member will participate in the Walker Honor Code (see Appendix A) program where students who are living out the IB Learner Profile values are given a certificate redeemable for a

reward (Wolf Bucks).

Each staff member will actively seek out students with the goal of giving positive reinforcement for observed traits on the Walker Honor Code.

The following supports will be provided to students and parents in the instance where a student struggles to uphold Walker behavior standards (district policy, school/class policies, Walker Honor Code, Magnet Commitment Letter, etc.) in the classroom:

First Instance:

- A verbal reinforcement of positive behavior is issued.

Second Instance:

- Parent is notified – verbal, written, or via email – to include a brief description of the instance and the positive behavior we hope to see. A documented response from the parent is required.
- Reflection Form completed
- The next instance will lower the student's conduct grade to a B.

Third Instance:

- The student's conduct grade is lowered to a B.
- Reflection Form completed
- The teacher will notify the parent a second time and document parent response.
- A guidance referral will be written and the counselor will meet with the student (contacting parents as needed). Counselor will provide feedback to referring teacher.

Fourth Instance:

- The student's conduct grade is lowered to a C.
- Reflection Form completed
- The teacher will notify the parent a third time and document parent response.
- The team leader will facilitate a conference with student, teachers, and parent (present or via phone) to include a review of specific instances, the Walker Honor Code, and the Magnet Commitment Letter.

Fifth Instance:

- The student's conduct grade is lowered to a D.
- Reflection Form completed
- The teacher will notify the parent for a fourth time and document the parent response.
- A referral is written to Administration (See student handbook). The assistant principal will attempt to work with the student, parent, and teachers to improve student behavior using the following strategies: student conferences, parent conferences, detentions, loss of privileges, ISS, OSS, ATOSS, and even removal from the program (see descriptors of administration strategies).

Subsequent Instances:

- The student's conduct grade is lowered to "F".
- Reflection Form completed
- The AP will attempt to work with the student, parent, and teachers to improve student behavior using the following strategies: student conferences, parent conferences, detentions, loss of privileges, ISS, OSS, ATOSS, and even removal from the program.

Examples of "Instances"

Common instances include talking in class without permission, off task behavior, gum chewing, general disruption, PDA, and all behavioral violations of the Walker Honor Code Agreement and Magnet Commitment Letter.

Conduct Grades

Conduct Grades are assigned quarterly by the teacher and should be documented using Edsby. They "re-set" back to "A" at the start of each quarter. Each instance in need of support and each subsequent referral to administration will result in the conduct grade being lowered one letter.

Strategies in Response to Instances of Student Misbehavior

Prior to a referral to administration:

Verbal reinforcement of positive behavior with the student Take the time to privately state clearly to the student the type of behavior that is expected and how it differs from what is being displayed in the class

“Time to Reflect” – used from 2nd offense on A student is sent to another teacher’s classroom to complete a Reflection Form in that room. Student is then returned to class.

Parent Notification

Take the time to state clearly to the parent the type of behavior that is expected and how it differs from what is being displayed. Two-way communication is required and should be documented. Feedback from Reflection Form may be shared at this time. Inform administration if parents cannot be contacted after multiple attempts.

Guidance Referral

Referral forms are provided by guidance. After meeting with the student, guidance shares with the teachers any suggestions which may lead to better adherence to the Walker Honor Code.

Team Conference

The teachers will conduct a team meeting with the student and parent/guardian. The team leader will facilitate a conference to include a review of specific instances that are in violation of the Walker Honor Code and the Magnet Commitment Letter.

Actions taken by administration in response to a referral:

Student conferences

Parent conferences

Detentions

Loss of privileges

Work Detail

ISS

OSS

ATOSS

Removal from the program

Obligations of the Grade Level Team

Each teacher will daily model the Walker Honor Code for students focusing on the areas pertaining to communicating respectfully, caring for others, and making principled decisions.

Each teacher will positively reinforce hallway behavior with students between each class period.

Strategies such as “Pull-Asides” and “Wolf Bucks” may be used to reinforce the Walker Honor Code.

Grade Level Team Leaders will chair 3R support teams of teachers for every student earning three discipline referrals. Protocols are written later in the document.

Grade Level Team Leaders will collect and keep reflection forms to use in conferences with students, parents and administration.

Level Team “3rd Referral (3R)” Team

Goal: To provide interventions, support, and reinforcement of the Honor Code for students earning 3 disciplinary referrals.

A “3R” Team will be formed for each student earning a third referral for behavior issues anywhere on campus to include the bus (i.e. disrespect, disruption, inappropriate behavior, etc.) Each 3R Team will be formed based on data review by administration and the grade level team leader. This does not include tardy and dress code referrals.

The 3R Team will be chaired by the Grade Level Team Leader and served by grade level teachers, guidance, administration, and the student. The parent(s) will be encouraged to attend the initial meeting. A plan will be created to include the following:

- Review of school expectations to include signed Magnet & Honor Code Agreements
- Review of completed Reflection Forms
- List of specific supports for the student including names of staff members who will be providing it
- Dates for checkups with the student
- Clear understanding to both student and parent that improvement is necessary to remain at Walker
- Make referrals to RTI Level 3 Team (ESE, guidance, school psychologist, social worker, etc.) as needed

The Grade Level Team Leader will give progress updates on 3R plans during their monthly meeting with administration.

Administrative Support

The “Making Walker Better” suggestion box will be available in the Teacher’s Lounge for teachers to submit ideas for improving the school.

Faculty “town halls” will be held both in grade level groups and whole faculty settings for teachers to address issues and offer solutions to problems.

Communication

Grade Level Teams will utilize the Edsby “Student Panorama” to document/communicate student behavioral issues and parent contact. Alternatively, Grade Level Teams may choose to create and use a spreadsheet (located in Resources to Share) to document/communicate this information.

Guidance Counselors will share with team leader, and/or referring teacher, information and suggestions which may lead to a student’s better adherence to the Walker Honor Code after a guidance referral.

Administrators will notify team leaders and/or affected teachers of referrals processed and consequences given (including but not limited to ISS, OSS, ATOSS) weekly.

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
	6	7	8	
Attendance below 90 percent	11	46	28	85
One or more suspensions	5	24	40	69
Course failure in ELA or Math	0	16	15	31
Level 1 on statewide assessment	44	47	38	129

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	36	30	76

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 does the following in order to build and maintain positive relationships/involvement with families:

- School "preview" before school starts for students/parents to meet teachers and staff
- Enrichment summer camp programs for 6th, 7th, and 8th grade students centered around the IB MYP program components
- Conference nights each quarter for teachers, parents, and students
- PTSA meetings and events held monthly for teachers, parents, and students
- Communication from school to parents/students through school gradebook web program (EDSBY), school website, social media, and text messaging
- Tours offered to future parents and students led by our lead teacher
- Weekly progress reports written for students involved with sports or STEP program
- Annual IEP/504/ELL meetings involving teachers, parents, students, and support staff
- Autism Walk/Picnic open to students, teachers, and families

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 does the following in order to build and sustain partnerships with the local community:

- Annual animal shelter fair with local ASPCA

- Annual field trips to Nature's Classroom for 6th grade Science students
- Collaboration with local History museum for classroom resources
- Hillsborough County Parks and Recreation Staff member serving on SAC committee
- Collaboration with the University of South Florida for history lessons related to our school founder

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
Jones, Anthony	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, Anthony Jones
 - Assistant Principal for Curriculum/ELP Coordinator, Valerie Newton
 - Assistant Principal for Administration/Behavior Team Representative , David Pizarro
 - Guidance Counselors, Randi Baime and Linda Ladd
 - School Psychologist, Deeba Ternikar-Arifuddin
 - School Social Worker, Amy Edl
 - Reading Coach, Susan Jaksec
 - ESE Specialist, Patti Wiltshire
 - Subject Area Leader, Kerri Shashack, Kathleen Geraghty, Elizabeth Ely, and Monica Ode
 - Team Leaders, Karen Nester, Joseph Makinster, and Jack Coburn
 - SAC Chair, Emily Williams
 - ELL Representative, Martha Ferrante-Gennaro
 - Data Leads, Amanda Morin, Desiree Daerr, Nancy Robords, Jeannine Stevens, and Emily Williams
- (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 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Anthony Jones	Principal
Valerie Newton	Education Support Employee
Emily Williams	Teacher
Robin Lesh	Teacher
Kerri Shashack	Teacher
Monica Ode	Teacher
Amanda Morin	Teacher
Laura Lubinski	Parent
Kasturi Newman	Parent
Tia Pillay	Business/Community
Carissa Pillay	Student
Lisa Pistorino	Parent
Piper Pistorino	Student
Laura Pendleton	Parent
Kathryn Pendleton	Student
Victoria Rennesund	Parent
Sandra Sanjuan	Parent
Samantha Sanjuan	Student
Martha Gennaro	Education Support Employee

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

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

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, evaluate progress towards meeting the prior year's school improvement goal(s), 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

Formative Assessment and Standards-based Grading book study: \$1,221.00
Band Grant: \$683.99
End of the Year Incentive Trophies: \$382.50

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
Jones, Anthony	Principal

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. Members include:
Principal, Anthony Jones

Assistant Principal, Valerie Newton
Reading Coach, Susan Jaksec
ESE Teacher, Jeannine Stevens
Lead Teacher/IB Coordinator, Cassie Schroeder
Media Specialist, Sara Labarbera
Grade Level Representatives:
6th: Monica Ode, Katherine Reeves
7th: Amanda Morin, Elizabeth Ely, Jennifer Shubert-Finch
8th: Desiree Daerr, Emily Williams

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

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

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

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

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

The problem-solving process is critical to making the instructional adjustments needed for continual

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

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

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

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

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

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

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

Strategy: Extended School Day

Minutes added to school year: 600

Students participate in online learning programs during lunch and/or afterschool in order to remediate lack of mastery in core subjects.

Strategy Rationale

Students review and are offered the chance to show mastery on content standards that are not achieved in previous grading quarter.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Newton, Valerie, valerie.newton@sdhc.k12.fl.us

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

Test scores from online program showing new levels of mastery on content.

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.

SEE: HCPS Pupil Progression Plan

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

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 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.** Students will demonstrate higher levels of thinking evident through a deeper justification of answers (i.e. writing in response to text and modeling thought processes behind problem solving).

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. Students will demonstrate higher levels of thinking evident through a deeper justification of answers (i.e. writing in response to text and modeling thought processes behind problem solving). 1a

G044844

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	65.0
AMO Reading - ELL	57.0
FAA Mathematics Proficiency	84.0
FAA Reading Proficiency	79.0

Resources Available to Support the Goal 2

- Reading Coach
- ELL Resource
- Subject Area Professional Learning Communities
- Common Assessment Professional Development
- Lunch Enrichment
- ESE Specialist

Targeted Barriers to Achieving the Goal 3

- Lack of Knowledge on Standards
- Lack of Knowledge on Webb's Depths of Knowledge
- Lack of Knowledge on ELL Strategies
- Lack of knowledge scaffolding higher functioning skills for access points

Plan to Monitor Progress Toward G1. 8

Higher level of student thinking evident during classroom instruction, student writing samples, and evidence of problem solving.

Person Responsible

Anthony Jones

Schedule

Weekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Common assessment results on data walls, qualitative analysis of student work samples, and observation 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. Students will demonstrate higher levels of thinking evident through a deeper justification of answers (i.e. writing in response to text and modeling thought processes behind problem solving). **1**

 G044844

G1.B1 Lack of Knowledge on Standards **2**

 B116728

G1.B1.S1 Professional Development **4**

 S128409

Strategy Rationale

Teachers will gain a better knowledge of standards through professional development.

Action Step 1 **5**

Teachers will gain better understanding of content standards through professional development.

Person Responsible

Anthony Jones

Schedule

Monthly, from 8/21/2014 to 6/1/2015

Evidence of Completion

Professional Development Sign-In Sheets

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

Teacher use of the data wall (i.e. student proficiency scores on standards and remediation)

Person Responsible

Anthony Jones

Schedule

Monthly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Teacher participation in common assessments on standards on data wall

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

Classroom instruction aligned with data wall standards

Person Responsible

Anthony Jones


Schedule

Monthly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Data wall, lesson plans, displayed objectives, observation data from walk-throughs

G1.B2 Lack of Knowledge on Webb's Depths of Knowledge 2

 B116762

G1.B2.S1 Professional Development 4

 S128415

Strategy Rationale

Teachers will gain a better understanding of Webb's Depths of Knowledge through professional development.

Action Step 1 5

Teachers will gain a better understanding of Webb's Depths of Knowledge through professional development: Reading Coach

Person Responsible

Schedule

Quarterly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Sign-in sheets from professional development offerings

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

Participation in the Webb's Depths of Knowledge Professional Development offerings

Person Responsible

Anthony Jones

Schedule

Quarterly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Agenda, PD sign-in sheets

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

Teachers use of higher level questioning/discussion techniques in the classroom: Administrative Team, Reading Coach

Person Responsible


Schedule

Daily, from 10/6/2014 to 6/1/2015


Evidence of Completion

Classroom walk-throughs

G1.B3 Lack of Knowledge on ELL Strategies 2

 B116763

G1.B3.S1 Professional Development 4

 S128423

Strategy Rationale

Teachers will gain knowledge of ELL strategies through professional development.

Action Step 1 5

Teachers will gain knowledge of ELL strategies through professional development: ELL Resource

Person Responsible

Schedule

Semiannually, from 10/6/2014 to 6/1/2015

Evidence of Completion

Sign-in sheets/implementation of strategies

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

Teachers participation in the ELL professional development offerings

Person Responsible

Anthony Jones

Schedule

Semiannually, from 10/6/2014 to 6/1/2015

Evidence of Completion

PDS records, sign-in sheets

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

Implementation of ELL strategies in the classroom: Administrative team, ELL resource

Person Responsible

Schedule

Daily, from 10/6/2014 to 6/1/2015


Evidence of Completion

Walk-through observations in classrooms

G1.B5 Lack of knowledge scaffolding higher functioning skills for access points **2**

 B117144

G1.B5.S1 Professional Development **4**

 S128853

Strategy Rationale

Teachers will gain a better understanding of scaffolding access points upward through professional development

Action Step 1 **5**

Teachers will gain a better understanding of scaffolding access points upward through professional development: ESE Specialist

Person Responsible

Schedule

Monthly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Participation in differentiation of access points Professional Development offerings

Person Responsible

Anthony Jones

Schedule

Semiannually, from 10/6/2014 to 6/1/2015

Evidence of Completion

PLC Sign-in sheets, agendas

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Use of differentiation of classroom instruction centered on access points: Administrative team, ESE specialist

Person Responsible

Schedule

Daily, from 10/6/2014 to 6/1/2015

Evidence of Completion

Walk-throughs, Classroom Observations

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.B1.S1.A1	Teachers will gain better understanding of content standards through professional development.	Jones, Anthony	8/21/2014	Professional Development Sign-In Sheets	6/1/2015 monthly
G1.B2.S1.A1	Teachers will gain a better understanding of Webb's Depths of Knowledge through professional development: Reading Coach		10/6/2014	Sign-in sheets from professional development offerings	6/1/2015 quarterly
G1.B3.S1.A1	Teachers will gain knowledge of ELL strategies through professional development: ELL Resource		10/6/2014	Sign-in sheets/implementation of strategies	6/1/2015 semiannually
G1.B5.S1.A1	Teachers will gain a better understanding of scaffolding access points upward through professional development: ESE Specialist		10/6/2014		6/1/2015 monthly
G1.MA1	Higher level of student thinking evident during classroom instruction, student writing samples, and evidence of problem solving.	Jones, Anthony	10/6/2014	Common assessment results on data walls, qualitative analysis of student work samples, and observation data	6/1/2015 weekly
G1.B1.S1.MA1	Classroom instruction aligned with data wall standards	Jones, Anthony	10/6/2014	Data wall, lesson plans, displayed objectives, observation data from walk-throughs	6/1/2015 monthly
G1.B1.S1.MA1	Teacher use of the data wall (i.e. student proficiency scores on standards and remediation)	Jones, Anthony	10/6/2014	Teacher participation in common assessments on standards on data wall	6/1/2015 monthly
G1.B2.S1.MA1	Teachers use of higher level questioning/discussion techniques in the classroom: Administrative Team, Reading Coach		10/6/2014	Classroom walk-throughs	6/1/2015 daily
G1.B2.S1.MA1	Participation in the Webb's Depths of Knowledge Professional Development offerings	Jones, Anthony	10/6/2014	Agenda, PD sign-in sheets	6/1/2015 quarterly
G1.B3.S1.MA1	Implementation of ELL strategies in the classroom: Administrative team, ELL resource		10/6/2014	Walk-through observations in classrooms	6/1/2015 daily
G1.B3.S1.MA1	Teachers participation in the ELL professional development offerings	Jones, Anthony	10/6/2014	PDS records, sign-in sheets	6/1/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1	Use of differentiation of classroom instruction centered on access points: Administrative team, ESE specialist		10/6/2014	Walk-throughs, Classroom Observations	6/1/2015 daily
G1.B5.S1.MA1	Participation in differentiation of access points Professional Development offerings	Jones, Anthony	10/6/2014	PLC Sign-in sheets, agendas	6/1/2015 semiannually

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 Opportunities

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

G1. Students will demonstrate higher levels of thinking evident through a deeper justification of answers (i.e. writing in response to text and modeling thought processes behind problem solving).

G1.B1 Lack of Knowledge on Standards

G1.B1.S1 Professional Development

PD Opportunity 1

Teachers will gain better understanding of content standards through professional development.

Facilitator

Subject Area Leaders

Participants

Content Area Teachers

Schedule

Monthly, from 8/21/2014 to 6/1/2015

G1.B2 Lack of Knowledge on Webb's Depths of Knowledge

G1.B2.S1 Professional Development

PD Opportunity 1

Teachers will gain a better understanding of Webb's Depths of Knowledge through professional development: Reading Coach

Facilitator

Reading Coach

Participants

Teachers

Schedule

Quarterly, from 10/6/2014 to 6/1/2015

G1.B3 Lack of Knowledge on ELL Strategies

G1.B3.S1 Professional Development

PD Opportunity 1

Teachers will gain knowledge of ELL strategies through professional development: ELL Resource

Facilitator

ELL Resource

Participants

Teachers

Schedule

Semiannually, from 10/6/2014 to 6/1/2015

G1.B5 Lack of knowledge scaffolding higher functioning skills for access points

G1.B5.S1 Professional Development

PD Opportunity 1

Teachers will gain a better understanding of scaffolding access points upward through professional development: ESE Specialist

Facilitator

ESE Specialist

Participants

ESE Teachers

Schedule

Monthly, from 10/6/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0