

# Hill Middle School



2014-15 School Improvement Plan

## Hill Middle School

5200 EHRLICH RD, Tampa, FL 33624

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

56%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

62%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	B	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	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Hill Middle School will prepare students to achieve their fullest potential.

##### **Provide the school's vision statement**

Respect, responsibility and relationships fosters excellence!

#### School Environment

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

The process by which our school learns about students cultures and builds relationships between students and teachers is through monthly team building activities. These activities give the students and teachers an opportunity to interact with one another outside of their general curriculum. We are also doing a schoolwide read along with activities. The book that we are reading is called "Pinned". Our guidance department also has a BEAR mentoring program open to all staff members interested in mentoring a student. Mentors meet with their mentees frequently and each quarter, there is a celebratory breakfast or lunch honoring the students and their progress.

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

Here at Hill Middle School we create a culture where all students feel safe before,during,and after school. Classroom presentations are done by the School Resource Officer, Guidance activities are done in classes, and there is an open-door policty for all school administrators when students need to speak to someone. We all have a zero tolerance policy for bullying. S.A.V.E. (Student Against Violence Everywhere) is a county recognized club that has also received an award from the Hillsborough County Anti-Bullying Task Force for their active participation. This has been a very successful club and the number of students enrollment into the club continues to increase each year.

##### **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**

Hill Middle School has a positive behavior system in place school wide. The focus is on positive behavior incentives, however their are also written guidelines for any behaviors that disrupt learning in any classroom. School personnel have been trained for referral procedures and for all intervention that should take place prior to writing student referrals. Students are referred to guidance two times for non-violent infractions. Upon the third referral to guidance (if they receive this many) they are then referred to an administrator for consequences. Expectations for positive learning environments are posted in all classrooms and there are monthly incentives for students who received "positive praise" from any staff members.

##### **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**



Hill Middle School ensures that the social-emotional needs of all students are met through our MTSS/ RtI weekly meetings. During these meetings, we discuss students on an individual basis from referrals to guidance to interventions or issues in their classrooms. Feedback is on-going from our teachers to the team, and then from the team back to the teachers. Our school Social Worker and Psychologist are also an integral part of this team. We also have a DACCO Prevention Counselor on-site each Friday to counsel and mentor students who may be referred for need. Our guidance counselors also have an open door policy for all students on our campus.

We also have a Problem Solving Leadership Team (PSLT) which monitors student data related to instruction and interventions. The PLST monitors the effectiveness of instruction and interventions by reviewing student data as well as data related to implementation fidelity (teacher walk-through data). The PSLT also communicates with and supports the PLCs in implementing the proposed strategies by distributing leadership team members across the PLCs to facilitate planning and implementation. Weekly strategies are implemented and the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger PSLT.

The PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to determine needs for students as individuals and develop appropriate strategies for them to be successful.

### 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	20	40	59	119
One or more suspensions	1	24	49	74
Course failure in ELA or Math	1	44	61	106
Level 1 on statewide assessment	57	53	101	211

***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	8	31	75	114

**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 three times per month. Specific responsibilities include:

\* MTSS/RtI

- \* 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 Tiers 2/3
- \* 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/charts 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:
  - \* Implementation and support of PLCs
  - \* Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data is collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - \* 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)
  - \* Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
  - \* 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 schools mission and vision statements are posted on the schools website and throughout the school. Most teachers post grades weekly, and with SIP voting at least by the 15th and 30th of every month. The school also has parent/teacher conference nights throughout the school year so the parents can have face to face interaction with the teacher. Parent Link is a frequent method of communication to our school stakeholders used by our administration to communicate with our

families, informing them of events taking place in and around our school community. We also have academic nights, grandparents breakfast, and Family Fridays, just to name a few activities throughout the year to build positive relationships with our families to increase involvement.

**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.

Businesses have also partnered with our school to support our "Pawsitive Praise" program where students are rewarded for anything positive they are caught doing.

To reward and recognize student success, we have a "Fairest of the FAIR" recognition for any students who show gains from one assessment period to the next. This helps keep students focused on the importance of forward and continuous improvement. We also recognize students through classroom/period competitive activities that are developed within subject areas or grade levels. Teachers create many ways in which to help students learn how to record their current level and set goals for future improvement and many of these incentives support this strategy to focus on student successes.

**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
Scaglione, Jackie	Principal
Buggs, Robert	Assistant Principal
Glenn, Brandon	SAC Member
Jones, Erica	Teacher, ESE

**Duties**

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

Middle/High PSLT Members

The leadership team includes, for example:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- School Social Worker
- Reading Coach

- ESE teacher
- Subject Area Leaders
- Team Leaders
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative

(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**

At the end and beginning of each year, we take an inventory of resources, including materials, staff and allocation of funds to determine the necessary resource materials and personnel available to meet the needs of our 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):

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

The PSLT meets three times per month. 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, Reading Coach, 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)

This team also focuses on strategies to strengthen Tier 1 core instruction by:

- \* Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
- \* Supporting PLCs with planning and delivering rigorous core instruction.
- \* Ensuring opportunities for common assessments are provided across each grade level.
- \* Reviewing common assessment data to monitor students Response to Core Instruction.
- \* Monitoring the fidelity of instructional practices.

The HCPS Fidelity of MTSS-Rtl Practices Rubric is used to evaluate the schools implementation of MTSS practices. The rubric is broken into 4 domains (Administrative Support, Tier 1 Practices, Tier 2 Practices, and Tier 3 Practices). Each domain has 5-7 items are rated on the scale below:  
Not Evident (0) – the PSLT indicates that the school has not implemented/engaged in MTSS practices on an identified item.

Developing (1) – the PSLT indicates that the school has implemented/engaged in MTSS practices but no documented evidence exists to support the specified item.

Operational (2) – The PSLT indicates that the school has implemented/engaged in MTSS practices but the documented evidence and data does align with or support the specified item.

Exemplary (3) – the PSLT indicates that the school has implemented/engaged in MTSS practices and the documented evidence clearly aligns with and supports the specified items

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school, including Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI).

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 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 provide summer school, reading coach, and extended learning opportunity programs.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Dr. Jackie Scaglione	Principal
Robert Buggs	Principal
Brandon Glenn	Teacher
Erica Jones	Teacher
Coddie Webster	Teacher
Nathania Bonhomme	Teacher
Mary Kelley	Teacher
Ashley Smith	Teacher
Greg Beasley	Parent
Peggy Organ	Parent
Nathan Bullian	Parent
Emma Bullian	Student
Patty Rodriguez	Parent
Latrice Markison	Parent
Jada Markison	Student
Terri Allegree	Teacher
Ralph Peggs	Teacher
Richard Baruth	Teacher
Carla Maribella	Business/Community

### 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, 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 analyzes the needs of the school programs and goals to determine areas to focus the budget. Through the process of receiving teacher, department and administrative feedback, the SAC determines the most viable and necessary areas for budget priorities.

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

School improvement funds from last school year were used to purchase educational equipment for classrooms.

**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
Scaglione, Jackie	Principal
Bugs, Robert	Assistant Principal
Glenn, Brandon	Teacher, K-12
Jones, Erica	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT promotes literacy in the school through on-going reading activities. There are continuous Lunch Bunch Book Clubs that are very popular with our students. There was a book that was read school-wide and activities to go along with this book were done during 4th period classes during the first quarter of the school year.

In order to support teachers with strategies, there are monthly Lunch and Learn trainings open for all teachers professional development, with follow-up done by contest and incentive based strategies. These have been very successful and fun opportunities for our teachers and have expanded our base of classroom instructional strategies. Examples include topics such as: "Let Your Walls Work for You", "Vocabulary Can Be Fun", etc...

**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**

Hill Middle School builds a collaborative culture through team building activities and PLC's. We also conduct monthly team building activities to promote and encourage positive working relationships. Teachers are given opportunities to attend Lunch and Learn activities that support learning in the classrooms. These activities are well attended and are very popular among our school staff. Teachers also volunteer their classrooms as demonstration classrooms. They are able to show off their individual instructional strategies and also collaborate with others for follow-up. PLC's are done bi-weekly during Monday early release. These were voted upon and approved by teachers. This opportunity of a 60 minute block has substantially increased their ability to focus on specific instructional planning.

### **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**

Hill Middle School has a teacher mentoring program in place. All new teachers in our school are paired with a teacher within their same team, subject, or grade-level. Each mentor and mentee meet bi-weekly to assist with any needs that may need to be addressed. 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](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***

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. Throughout the nine-weeks quarter team leaders are required to send their teams D/F list the Principal to monitor the students progress. 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.

***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:**

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)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Buggs, Robert, robert.buggs@sdhc.k12.fl.us

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

FAIR, 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.

**Strategy:** Before School Program

**Minutes added to school year:**

Tutoring for Reading and Math instruction

**Strategy Rationale**

This is done for students who are invited for assistance in each of these subject areas. Teachers collaborate to determine the needs of students and who would benefit from more extensive instruction before school.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Buggs, Robert, robert.buggs@sdhc.k12.fl.us

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

Classroom assessment data, unit assessments, and district assessment data is used to determine the progress of students after they have received tutoring.

**Strategy:** After School Program

**Minutes added to school year:**

Smarty Pants Club

**Strategy Rationale**

This group of students is targeted based upon their high level of performance. They are students who will benefit from additional challenging activities.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Scaglione, Jackie, jackie.scaglione@sdhc.k12.fl.us

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

Post activity projects created by students and presented to the group are used as assessment of their enrichment activity.

**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***

The strategies that our school uses to create a college and career awareness by displaying the different colleges in our cafeteria and throughout the school. The AVID program also incorporates college and career field trips as well and research projects. FBLA also promotes career readiness throughout the school and their program. 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.** Student achievement will increase when teachers attend our monthly PLC'S to analyze data and receive support to drive instruction that will enhance student learning and maximize their learning potential.

## 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 attend our monthly PLC'S to analyze data and receive support to drive instruction that will enhance student learning and maximize their learning potential.

1a

G050423

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	80.0
ELA/Reading Gains	72.0
FCAT 2.0 Science Proficiency	45.0
CELLA Writing Proficiency	76.0

**Resources Available to Support the Goal** 2

- Formative/Summative/Standardized Assessment
- Model Classrooms
- New PLC Structure/Layout
- EET Data
- Professional Developments
- IPDP

**Targeted Barriers to Achieving the Goal** 3

- Teachers Common Planning Time

**Plan to Monitor Progress Toward G1.** 8

Student Achievement data will be monitored for improvement and learning gains (Quarterly grades, semester exam grades, standardized assessment scores, EOCs, writing and reading assessments will be analyzed. This will help create an effective classroom environment and increase instruction.

**Person Responsible**

Jackie Scaglione

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Student Achievement Data, Teacher Evaluations, and Classroom walk-through by administration, and PLC minutes from all subject areas and teams.

## 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 attend our monthly PLC'S to analyze data and receive support to drive instruction that will enhance student learning and maximize their learning potential. **1**

 G050423

**G1.B1** Teachers Common Planning Time **2**

 B127968

**G1.B1.S1** Monthly school-wide PLC'S to create an opportunity for a common planning time. **4**

 S140104

#### Strategy Rationale

The PLC structure will be more meaningful and data driven.

#### Action Step 1 **5**

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

#### Person Responsible

Jackie Scaglione

#### Schedule

#### Evidence of Completion

Student Achievement Data, PLC Meetings, Classroom Observations

**Action Step 2** 5

Lunch and Learn

**Person Responsible**

Jackie Scaglione

**Schedule**

***Evidence of Completion***

Teacher Observations, Student Data, Lunch and Learn Sign in log

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

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

**Person Responsible**

Jackie Scaglione

**Schedule**

***Evidence of Completion***

Student achievement data, Teacher observations.

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

Teachers who teach the same course will have atleast one common planning time.

**Person Responsible**

Jackie Scaglione

**Schedule**

***Evidence of Completion***

PLC monthly minutes, Student 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.B1.S1.A1	The PLC structure will enable PLC meetings to be more focused and meaningful.	Scaglione, Jackie	Student Achievement Data, PLC Meetings, Classroom Observations	one-time	
G1.B1.S1.A2	Lunch and Learn	Scaglione, Jackie	Teacher Observations, Student Data, Lunch and Learn Sign in log	one-time	
G1.MA1	Student Achievement data will be monitored for improvement and learning gains (Quarterly grades, semester exam grades, standardized assessment scores, EOCs, writing and reading assessments will be analyzed. This will help create an effective classroom environment and increase instruction.	Scaglione, Jackie	9/8/2014	Student Achievement Data, Teacher Evaluations, and Classroom walk-through by administration, and PLC minutes from all subject areas and teams.	6/5/2015 weekly
G1.B1.S1.MA1	Teachers who teach the same course will have atleast one common planning time.	Scaglione, Jackie	PLC monthly minutes, Student Data.	one-time	
G1.B1.S1.MA1	Teachers will implement best practices and strategies with fidelity to increase student achievement.	Scaglione, Jackie	Student achievement data, Teacher observations.	one-time	

## 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.** Student achievement will increase when teachers attend our monthly PLC'S to analyze data and receive support to drive instruction that will enhance student learning and maximize their learning potential.

### **G1.B1** Teachers Common Planning Time

**G1.B1.S1** Monthly school-wide PLC'S to create an opportunity for a common planning time.

#### **PD Opportunity 1**

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

##### **Facilitator**

PLC Leaders and Reading Coach

##### **Participants**

School Faculty

##### **Schedule**

#### **PD Opportunity 2**

Lunch and Learn

##### **Facilitator**

Reading Coach

##### **Participants**

School Faculty

##### **Schedule**

## 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