Ferrell Middle Magnet School

2014-15 School Improvement Plan

Ferrell Middle Magnet School

4302 N 24TH ST, Tampa, FL 33610

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	75%

Alternative/ESE Center	Charter School	Minority
No	No	76%

School Grades History

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

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

We empower our girls to excel in rigorous academics and character education while fostering them to be positive forces in our global community.

Provide the school's vision statement

Developing confident, dynamic, educated young women.

School Environment

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

Making connections and collaboration are key components in an all-girls school which make creating a classroom and school culture where similarities and differences are appreciated. The week before school starts teachers are trained and given access to their incoming student data. Teachers gain an understanding of their students' demographic compositions (SES, ELL, SWD, 504s, Achievement Levels, Needs Assessments, etc.) to start to gain insight as to who is sitting in their classes. Once students arrive, Girls Preparatory Academy teachers put emphasis on getting to know their students and team and class building activities to create a safe and caring environment. Teachers rotate student seating arrangements every 1-2 weeks to encourage new interactions; collaborative structures including Kagan strategies are incorporated on a daily basis to encourage ethnic, socioeconomic as well as cultural interaction. Empathy, a College Prep Scholar Profile attributes, is emphasized as GPA provides students with a global perspective.

To promote connections, extra time has been created by adjusting the schedule on early release Mondays. An extended homeroom time has been created to implement relationship building time between both students and teachers. This time allows each grade level team to design activities that encourage developing connections (with students, teachers, and the community), encourage character development, and create community service projects. A monthly assembly during this time allows the school to celebrate the success of our students as well as encourage and recognize how differences in our cultures strengthens our school.

After-School enrichment academies are offered to help our students explore, perceive, think, interact, and make judgments about the world which is the very definition of cultural competency. GPA takes time to make great efforts in exposing its students to a wide variety of people and experiences. People from different backgrounds, ethnicities, and fields of employment come in to talk to students about career opportunities at the Great American Teach-In, STEM activities, and GPA's Women's Symposium of Success. Diverse cultures are showcased through in-school presentations: Flamenco Dancers share their historical and cultural contexts with students after they studied about the traditions of this culture. Families are brought together to share at Father-Daughter Dances and Mother-Daughter Relationship Building Workshops events. Parents speak to students and share their heritage in different Saturday school. Students attend different museums, cultural events, civil war reenactments, as well different colleges and universities to expose them to different aspects of multiculturalism so they can learn to appreciate, explore, and think about the world in a way that makes personal connections. Teachers use culturally relevant images, examples, and materials so students are able to see leaders that "look like them."

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

Girls Preparatory Academy proactively ensures all students feel safe and respected before, during, and after school.

Creating a safe, caring environment is a priority at Girls Preparatory Academy. We focus on the "3Cs"- we want our students to be confident, competent, and connected. This cannot occur in an environment where students do not feel respected or safe both physically and emotionally.

Before, during, and after-school, adults are always visible giving students an adult to go to for any reason. Adults have duty areas that ensure all campus areas are covered and an adult is always available. The Guidance Counselor goes into every class to talk about what to do and where to go to get help if a student ever feels unsafe or needs assistance. During the first three days of school, the CHAMPS approach is addressed for all school-wide and teacher- led activity. One of the CHAMPs components deals with how to get help if needed. In addition to this, students are able to communicate using Edsby, the online grading system, that allows for communication between students and teachers and teachers and parents. Before and After School students are provided choice as to where they go. All homeroom teachers offer a study hall, the Math Coach offers tutorial sessions, and the cafeteria is a common meeting area. Students are able to go where they feel most secure and comfortable. After-school, an extensive enrichment program is offered where students are able to choose which enrichment they want to participate.

Girls Preparatory Academy also emphasizes the emotional and social well-being of all students. As described in 2A, a lot of time is spent getting to know our students and build relationships through our homerooms, classes, extended homeroom schedules, assemblies, and enrichment academies. This process helps develop a caring climate that ensures students feel respected on campus. The incorporation of a school creed also helps ensure the sense of community and respect that exists on campus. Pieces of the creed help address differences and encourage respect for each other. For example, the creed states, "we each have a voice that empowers and we choose to use it to uplift ourselves and others" and "we are one."

These are just a few examples of what Girls Preparatory Academy implements to create the safe, caring environment that ensures students feel safe and respected before, during, and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Girls Preparatory Academy incorporates faculty developed CHAMPS procedures school-wide providing common language for all stakeholders. CHAMPS is a proactive and positive approach to classroom management that gives students the same expectations for structure in every classroom, hallway and meeting space on campus. A school-wide CHAMPS approach gives students a clear set of behavior expectations which minimizes distractions and increases student engagement. School-wide CHAMPs posters were created and are located in all campus areas.

In addition to CHAMPS procedures, each classroom is equipped with the same school-wide discipline protocols posters which once again gives both teachers and students consistency in the behavior expectations and subsequent consequences for distracting behavior. Common language for behavior was also adopted school-wide. Behavior either enhances the learning environment or distracts from the learning environment. Students are taught the common language, behavior expectations and disciplinary steps during the first few days of school via a scripted PowerPoint and activities. Protocols and procedures are revisited when needed throughout the school year.

Expectations are clearly posted and communicated to all stakeholders- administration, teachers, parents, and students. At every level, a proactive approach is taken to ensure open two way communication between the school, teachers, and parents occur. Clear, consistent, and frequent messages help keep our system fair and consistent.

Each grade level also has a common disciplinary incident protocol which is taught to students and

disseminated to parents. Each grade level team of teachers meets weekly to address many topics including any behavioral concerns. Intervention steps are discussed and applied and parents are notified. Full House meetings also occur on a bi-monthly basis. These meetings also address any behavioral or other concerns, parent communication, and celebrations of successful behavior. During pre-planning, staff is trained in the school-wide disciplinary steps and given time to meet as grade level teams to create their own plans. All staff are trained in CHAMPS or are provided CHAMPS training opportunities that the district provides. Teacher support is provided by administration and academic coaches as well as resource teachers throughout the year. Teachers can request a demo lesson, an observation with feedback/ suggestions or planning time with any of the above mentioned. On-going coaching cycles and "buddy-teacher" support are also provided throughout the year.

A year-end retreat allows for faculty reflection and time to suggest changes or concerns to be addressed for the following school year. Committees are formed to design new systems or plans based on the input from surveys and the retreat notes.

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:

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)

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 : Scantron Achievement Series; 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.

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	13	15	23	51
One or more suspensions	5	18	31	54
Course failure in ELA or Math	0	8	17	25
Level 1 on statewide assessment	44	33	42	119

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	5	18	29	52

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 Instructional 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?

Yes

PIP Link

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

Description

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

Girls Preparatory Academy makes every attempt to create partnerships with the local community. These attempts take several forms: letter writing, face to face meetings, and phone calls. In some instances, we have developed and nurtured partnerships from local community members who have read or heard about us and approached us. For the 2014-15 school year, we have pre-existing partnerships with the Casper's Company who support us by providing food, drinks,and incentive coupons for our Honor Roll celebrations, student incentives, and family events. Florida Hospital provides us with volunteer and mentors, field trip opportunities, and water for all our students during high stakes testing. Our Media Specialist has developed a partnership with Cadence Bank to support our AVID program's personal finance component. The bank has also been collecting supplies for our school, will visit and speak with students, and will provide field trip opportunities. Our Business Technology teacher has made efforts and found several local businesses to help support her FBLA, student assistant, and yearbooks with incentives and other resources. As new potential partnerships are discovered, appropriate personnel will make relationship building efforts to develop sustaining partnerships.

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
French, Karen	Principal
Wilson, Ovett	Assistant Principal
White, Carla	Assistant Principal
Truskowski, Ellen	Other

Duties

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

Middle PSLT Members
The leadership team includes:
• Principal
• Assistant Principal for Curriculum
• Assistant Principal for Administration
• Guidance Counselor
• School Psychologist
• School Social Worker
• Academic Coaches (Reading, Math, Science),
• ESE teacher
• Subject Area Leaders
• Team Leaders
• SAC Chair
• ELP Coordinator
• ELL Representative
• Attendance Committee Representative
• Behavior Team Representative or Behavior Specialist/Coach
(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)
PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)
PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.
PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.
PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach,

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

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

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

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
o Analyze student outcomes and make data-driven decisions:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
o Develop and target interventions based on confirmed hypotheses.
o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?

3. If we are making progress, what can we do to sustain what is working?

4. What barriers to implementation are we facing and how will we address them?

5. What should we do next? What should be our plan of action?

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

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

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.

2. Support the implementation of high quality instructional practices during core and intervention blocks.

3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

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

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

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

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

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

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

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

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

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

• Strengthen Tier 1 core instruction by:

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

o Supporting PLCs with planning and delivering rigorous core instruction.

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

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

o Monitoring the fidelity of instructional practices.

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works

with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D
The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.
Title III
Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners
Title X- Homeless
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
NA
Nutrition Programs
NA
Housing Programs
NA
Adult Education
NA
Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ellen Truskowski	Teacher
David Castellano	Business/Community
Saasha Newsome	Teacher
Bethany Tilson-Wilson	Teacher
Mr. Garces	Parent
Dianne Rowles	Education Support Employee
Edward Matura	Parent
Victoria Zanders	Parent
Lucie Bass	Parent
Tamica West	Parent
Nora Oliver	Parent
Rasheedra Carsell	Parent
Holly Greer	Parent
Stephanie Reeves	Parent
L.Harrington	Parent
Melanie Ware	Parent
Nancy Mastrocola-Paz	Parent
Melanie Ashford	Parent
Vanessa Reynolds	Student
Amanda Jackson	Parent
Joseline Martinez	Student
Katerine Martinez	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

Middle PSLT Members
The leadership team includes, for example:
• Principal
• Assistant Principal for Curriculum
• Assistant Principal for Administration
• Guidance Counselor
• School Psychologist
• School Social Worker
• Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
• ESE teacher
• Subject Area Leaders (Middle)
• Team Leaders (Middle)
• SAC Chair
• ELP Coordinator

• ELL Representative
• Attendance Committee Representative
• Behavior Team Representative or Behavior Specialist/Coach
(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC 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.

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

Girls Preparatory Academy's SAC team approved the SAC budget to be used towards teacher mini-grants and student incentives last year. During the 2013-14 School Year, Girls Preparatory Academy was allocated $1222.01. Three teacher mini-grants were awarded. One of $195.03 went towards purchasing heart rate monitors to assist with PACE testing (a SIP goal) in the PE classes. One mini-grant of $145.34 went towards a class set of books that will be incorporated into a homeroom reading program. The third mini-grant of $89.86 went toward supplies for an enrichment offering. The remaining amount, $688.10, went towards trophies and other awards for the End of the Year Student Recognition Award Night.

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
French, Karen	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
Assistant Principal
Reading Coach/Resource Teacher
ESE Teacher
ELL Representative
Grade Level Representatives
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. 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.
The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

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

HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

Instructional Strategies

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

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

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

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

programs. The three tiers are characterized as follows:

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

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

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

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

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

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

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

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

HCPS offers a variety of programs designed to meet the diverse needs of students. In Middle Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certfications, Magnet Programs, credit recovery, and extended year programs.

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

Strategy: After School Program

Minutes added to school year: 4,800

After- School Enrichment time is provided for all students. Students can get core academic tutorial support as well as a variety of other enrichment activities.

Strategy Rationale

Tutorial groups for reading, writing and math at all grade levels.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Truskowski, Ellen, ellen.truskowski@sdhc.k12.fl.us

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

Attendance records,

Strategy: Weekend Program

Minutes added to school year: 1,560

3 Hour Saturday Schools will be offered to provide further reading, language art, math, and science support.

Strategy Rationale

Providing flexible time for core academic instruction will provide students with extra support to increase their achievement levels.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Truskowski, Ellen, ellen.truskowski@sdhc.k12.fl.us

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

Sign In Sheets, Student Achievement Scores

Strategy: After School Program

Minutes added to school year: 2,640

ELP is offered to 7th and 8th graders as a tutorial program during term 1 and as a credit recovery program for terms 2-4.

Strategy Rationale

Providing 7th and 8th graders the opportunity to recovery one credit of a core curriculum class needed to be promoted to the next grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
White, Carla, carla.white@sdhc.k12.fl.us

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

Attendance records, Report Cards, Progress Reports

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

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 students are empowered through character education, while fostering them to be positive forces in a global community.

G2.   Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards.

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 students are empowered through character education, while fostering them to be positive forces in a global community. `1a`

🔑 G038418

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	6.0

Resources Available to Support the Goal `2`

- Character Education Curricula & Lessons
- House Leaders
- Guidance Counselor
- Resource Teachers
- College Prep Scholar Profile
- CHAMPS

Targeted Barriers to Achieving the Goal `3`

- Not enough time
- Funding for incentives

Plan to Monitor Progress Toward G1. `8`

The following evidence with be collected and reviewed: Team meeting minutes, Lesson Plans, School-wide calendars, SAC minutes, copy of teacher mini- grant proposals, and SAC budget

Person Responsible

Karen French

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Team meeting minutes, Lesson Plans, School-wide calendars, SAC minutes, copy of teacher mini-grant proposals, and SAC budget

G2. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards. 1a

Targets Supported 1b

🔍 G038417

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	62.0

Resources Available to Support the Goal 2

- PLCs

- Professional Development Trainings

- Instructional Coaches

- Technology

- After-School Tutorials, Saturday School Tutorials, Pull Out Tutorials

-
-
-
-

Targeted Barriers to Achieving the Goal 3

- Not enough time to collaborate and plan

- Not all teachers proficient in use of technology (iPad, Smartboard, etc.)

- Too many school-wide initiatives

Plan to Monitor Progress Toward G2. 8

All data will analyzed and new action steps made each semester.

Person Responsible
Karen French

Schedule
Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion
ILT meeting notes and action plan.

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 students are empowered through character education, while fostering them to be positive forces in a global community. 1

🔑 G038418

G1.B1 Not enough time 2

🔑 B092183

G1.B1.S1 Early release Monday schedules will be modified to allow for character education in an extended homeroom time. 4

🔑 S110804

Strategy Rationale

Adjusting the schedule on early release days will provide more time to address character development and positive forces.

Action Step 1 5

Grade level teachers will meet to plan and implement character education and community service topics and lessons to be addressed each early release Monday.

Person Responsible

Carla White

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Team meeting minutes, Lesson Plans, School-wide calendars

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

Administration and Lead Teacher will attend grade level meetings and conduct classroom walk through observations during the character development pieces.

Person Responsible

Carla White

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Team meeting minutes, Lesson Plans, School-wide calendars

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

Administration and Lead Teacher will attend grade level meetings and conduct classroom walk through observations during the character development pieces.

Person Responsible

Carla White

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Team meeting minutes, Lesson Plans, School-wide calendars

G1.B2 Funding for incentives 2

B099487

G1.B2.S1 SAC's budget will allow for teacher mini-grant proposals and funding of any approved project. 4

S110815

Strategy Rationale

Using SAC funds, teachers will be able to create incentive programs based on our College Prep Scholar Profile and character education lessons.

Action Step 1 5

SAC will create a budget allotting funding for teacher mini-grants.

Person Responsible

Schedule

Monthly, from 8/28/2014 to 5/29/2015

Evidence of Completion

SAC minutes, mini-grant proposals, copy of SAC budget

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

SAC budget will be addressed at monthly meetings.

Person Responsible

Karen French

Schedule

Monthly, from 9/23/2014 to 6/5/2015

Evidence of Completion

SAC minutes, mini-grant proposals, copy of SAC budget

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

SAC Chair, Principal, and bookkeeper will do an annual budget review.

Person Responsible

Karen French

Schedule

Annually, from 9/23/2014 to 6/5/2015

Evidence of Completion

copy of SAC budget

G2. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards. `1`

🔑 G038417

G2.B1 Not enough time to collaborate and plan `2`

🔑 B092177

G2.B1.S1 Develop a flexible meeting time schedule that allows for more efficient use of time. `4`

🔑 S103075

Strategy Rationale

By allowing for flexibility in meeting times, teachers are able to have more time to collaborate and plan.

Action Step 1 `5`

Hold extended PLC meetings twice a month.

Person Responsible

Ovett Wilson

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

School-wide calendar, PLC minutes published on Ferrell Internal,

Action Step 2 `5`

Creating resource teacher schedules that effectively maximize their time and allow for more teacher planning time.

Person Responsible

Ovett Wilson

Schedule

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

Evidence of Completion

Weekly published schedules, PLC minutes, Coaches logs

Action Step 3 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administration and Lead Teacher will rotate and attend PLCs and Team Meetings.

Person Responsible

Karen French

Schedule

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

Evidence of Completion

School-wide calendar, Coaches logs, PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

PLC minutes and Coaches logs will be collected

Person Responsible

Karen French

Schedule

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

Evidence of Completion

PLC minutes and Coaches logs

G2.B2 Not all teachers proficient in use of technology (iPad, Smartboard, etc.) `2`

🔑 B092178

G2.B2.S1 Develop and implement a differentiated training plan to meet the technology needs of all teachers. `4`

🔑 S103076

Strategy Rationale

Teachers are at varying comfort and ability levels with technology implementation. By differentiating training, we can ensure that teachers are able to successfully use all the technology resources available to them.

Action Step 1 `5`

Offer differentiated technology (iPAd, SmartBoard, etc.) workshops.

Person Responsible

Schedule

Monthly, from 7/23/2014 to 6/5/2015

Evidence of Completion

Sign in Sheets,

Action Step 2 `5`

Develop monthly coaching cycle with Technology Resource Teacher and novice teachers.

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

Calendar, coaching log, sign in sheet

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

Trainings offered will be placed on the school-wide calendar. Sign In Sheets will be collected. Walk- through observations will occur.

Person Responsible

Ellen Truskowski

Schedule

Monthly, from 7/23/2014 to 5/22/2015

Evidence of Completion

Sign In Sheets, Walk Through Observation Forms, Log

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

Sign in sheets will be collected and reviewed. Walk- though observations will serve as progress monitoring.

Person Responsible

Karen French

Schedule

Monthly, from 7/23/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, Walk-through Observation Sheets

G2.B3 Too many school-wide initiatives 2

B092179

G2.B3.S1 Limit the number of school-wide initiatives to two- three. 4

S103077

Strategy Rationale

Feedback from teachers indicated that there is not enough time to implement more than 2-3 initiatives with any kind of fidelity.

Action Step 1 5

Using feedback from teacher surveys, the school will focus on two school-wide initiatives this year.

Person Responsible

Schedule

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

Evidence of Completion

Agenda from the "roll out" meeting, sign in sheets,PLC minutes, Administrative Walk-Through forms,

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monthly joint, PLC meetings to offer cross disciplinary support. Push In models for writing and reading with science and social studies.

Person Responsible

Ovett Wilson

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Agendas, PLC minutes, Walk-through Observation forms

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Administration will attend all joint PLC meetings and do walk-through observations to ensure the implementation of the school-wide initiatives.

Person Responsible

Karen French

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Agendas, PLC minutes, Walk-through Observation forms

G2.B3.S2 Offer monthly joint plc time to help support teachers with the reading and writing schoolwide initiatives. `4`

`S131067`

Strategy Rationale

Giving more support to teachers will ensure the fidelity of the implementation of the schoolwide initiatives.

Action Step 1 `5`

Training and Support for the Schoolwide Reading and Writing Initiatives.

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Sign In sheets for each joint plc.

Person Responsible

Ovett Wilson

Schedule

On 6/5/2015

Evidence of Completion

sign in sheets, in-service records

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Teachers implementation of the Schoolwide Reading and Writing Initiative.

Person Responsible

Schedule

Evidence of Completion

Schoolwide Initiative Posters, Walk- Thru forms, Student work samples

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Hold extended PLC meetings twice a month.	Wilson, Ovett	8/25/2014	School-wide calendar, PLC minutes published on Ferrell Internal,	6/1/2015 biweekly
G2.B2.S1.A1	Offer differentiated technology (iPAd, SmartBoard, etc.) workshops.		7/23/2014	Sign in Sheets,	6/5/2015 monthly
G2.B3.S1.A1	Using feedback from teacher surveys, the school will focus on two school-wide initiatives this year.		8/19/2014	Agenda from the "roll out" meeting, sign in sheets,PLC minutes, Administrative Walk- Through forms,	6/5/2015 monthly
G1.B1.S1.A1	Grade level teachers will meet to plan and implement character education and community service topics and lessons to be addressed each early release Monday.	White, Carla	8/25/2014	Team meeting minutes, Lesson Plans, School-wide calendars	6/1/2015 weekly
G1.B2.S1.A1	SAC will create a budget allotting funding for teacher mini-grants.		8/28/2014	SAC minutes, mini-grant proposals, copy of SAC budget	5/29/2015 monthly
G2.B3.S2.A1	Training and Support for the Schoolwide Reading and Writing Initiatives.		9/15/2014		6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Creating resource teacher schedules that effectively maximize their time and allow for more teacher planning time.	Wilson, Ovett	8/19/2014	Weekly published schedules, PLC minutes, Coaches logs	6/5/2015 weekly
G2.B2.S1.A2	Develop monthly coaching cycle with Technology Resource Teacher and novice teachers.		9/15/2014	Calendar, coaching log, sign in sheet	5/29/2015 one-time
G2.B1.S1.A3	[no content entered]			one-time	
G1.MA1	The following evidence with be collected and reviewed: Team meeting minutes, Lesson Plans, School-wide calendars, SAC minutes, copy of teacher mini-grant proposals, and SAC budget	French, Karen	8/25/2014	Team meeting minutes, Lesson Plans, School-wide calendars, SAC minutes, copy of teacher mini- grant proposals, and SAC budget	6/1/2015 monthly
G1.B1.S1.MA1	Administration and Lead Teacher will attend grade level meetings and conduct classroom walk through observations during the character development pieces.	White, Carla	8/25/2014	Team meeting minutes, Lesson Plans, School-wide calendars	6/5/2015 weekly
G1.B1.S1.MA1	Administration and Lead Teacher will attend grade level meetings and conduct classroom walk through observations during the character development pieces.	White, Carla	8/25/2014	Team meeting minutes, Lesson Plans, School-wide calendars	6/5/2015 monthly
G1.B2.S1.MA1	SAC Chair, Principal, and bookkeeper will do an annual budget review.	French, Karen	9/23/2014	copy of SAC budget	6/5/2015 annually
G1.B2.S1.MA1	SAC budget will be addressed at monthly meetings.	French, Karen	9/23/2014	SAC minutes, mini-grant proposals, copy of SAC budget	6/5/2015 monthly
G2.MA1	All data will analyzed and new action steps made each semester.	French, Karen	8/19/2014	ILT meeting notes and action plan.	6/5/2015 weekly
G2.B1.S1.MA1	PLC minutes and Coaches logs will be collected	French, Karen	8/19/2014	PLC minutes and Coaches logs	6/5/2015 biweekly
G2.B1.S1.MA1	Administration and Lead Teacher will rotate and attend PLCs and Team Meetings.	French, Karen	8/19/2014	School-wide calendar, Coaches logs, PLC minutes	6/5/2015 monthly
G2.B2.S1.MA1	Sign in sheets will be collected and reviewed. Walk- though observations will serve as progress monitoring.	French, Karen	7/23/2014	Sign in sheets, Walk-through Observation Sheets	6/5/2015 monthly
G2.B2.S1.MA1	Trainings offered will be placed on the school-wide calendar. Sign In Sheets will be collected. Walk- through observations will occur.	Truskowski, Ellen	7/23/2014	Sign In Sheets, Walk Through Observation Forms, Log	5/22/2015 monthly
G2.B3.S1.MA1	Administration will attend all joint PLC meetings and do walk-through observations to ensure the implementation of the school-wide initiatives.	French, Karen	9/22/2014	Agendas, PLC minutes, Walk-through Observation forms	6/5/2015 monthly
G2.B3.S1.MA1	Monthly joint, PLC meetings to offer cross disciplinary support. Push In models for writing and reading with science and social studies.	Wilson, Ovett	9/22/2014	Agendas, PLC minutes, Walk-through Observation forms	6/5/2015 monthly
G2.B3.S2.MA1	Teachers implementation of the Schoolwide Reading and Writing Initiative.		Schoolwide Initiative Posters, Walk- Thru forms, Student work samples	one-time	
G2.B3.S2.MA1	Sign In sheets for each joint plc.	Wilson, Ovett	9/15/2014	sign in sheets, in-service records	6/5/2015 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 Opportuntities

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

G2. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards.

G2.B2 Not all teachers proficient in use of technology (iPad, Smartboard, etc.)

G2.B2.S1 Develop and implement a differentiated training plan to meet the technology needs of all teachers.

PD Opportunity 1

Offer differentiated technology (iPAd, SmartBoard, etc.) workshops.

Facilitator

Apple, Expert Teachers, Technology Specialist

Participants

Instructional Staff

Schedule

Monthly, from 7/23/2014 to 6/5/2015

PD Opportunity 2

Develop monthly coaching cycle with Technology Resource Teacher and novice teachers.

Facilitator

Penny Estrada, Technology Specialist

Participants

Instructional Staff

Schedule

On 5/29/2015

G2.B3 Too many school-wide initiatives

G2.B3.S2 Offer monthly joint plc time to help support teachers with the reading and writing schoolwide initiatives.

PD Opportunity 1

Training and Support for the Schoolwide Reading and Writing Initiatives.

Facilitator

Reading Coach and Language Arts Subject Area Leader

Participants

instructional staff

Schedule

On 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Student achievement will increase when students are empowered through character education, while fostering them to be positive forces in a global community.	0
Goal 2: Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards.	0
Grand Total	**0**

Goal 1: Student achievement will increase when students are empowered through character education, while fostering them to be positive forces in a global community.

Description	Source	Total
B2.S1.A1 - SAC Budget	School Improvement Funds	0
Total Goal 1		**0**

Goal 2: Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards.

Description	Source	Total
B2.S1.A1 - no funding is required- rolling in-services offered		0
Total Goal 2		**0**