



## Young Middle Magnet School

1807 E DR MARTIN LUTHER KING JR BLVD, Tampa, FL 33610

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

88%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

88%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>37</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>39</b>
Professional Development Opportunities	40
Technical Assistance Items	43
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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**

Young Middle Magnet will provide an educational experience that will foster community spirit, cultivate confidence, develop academic skills that promote college and career readiness, and ignite a passion for life-long learning.

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

Young Middle Magnet will help every student grow academically, socially and emotionally in order to become a productive member of society

#### School Environment

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

Administrative , Staff, students, parents collaborate to build a positive and safe culture at Young Middle Magnet. \*The Anti-bullying policy is fully enforced  
\*Positive Behavior System encourages positive behavior  
Teachers/Administration attended training at school site to implement CHAMPS as a school wide behavior program

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

Students and Parents are informed of Positive behavior program and character building programs within the school,  
Positive Behavior System  
HOST program  
Boys to Men mentoring program  
Girls Circle  
Girls Scouts  
Elopement committee  
Morning Study Hall  
STEP Up -mentor/mentee program  
Art Club

##### **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**

School Wide CHAMPS  
PBS for support with student behavior  
STEP UP- Mentoring/Mentee program  
SUCCESS COACH

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



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

Students with 2 or more of the following indicators will be immediately identified for intervention services during a 9 week period.

Attendance drops below 90%

More than 1 suspension

Course failure in Math or ELA

Students that scored Level 1 on Statewide assessment

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 may also 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.

**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	24	17	43	84
One or more suspensions	8	32	69	109
Course failure in ELA or Math	1	2	5	8
Level 1 on statewide assessment	63	51	105	219

**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	16	23	68	107

**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. 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 (once per month). Specific responsibilities include:

- 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; ) 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 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**

The Parent Involvement committee and SAC are partnered to ensure that relationships are maintained among students, parents, and all staff. Quarterly meetings are held with all stakeholders to communicate the current and future needs of the school.

**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**

SAC members include parents, Walgreens franchise, students and teachers to support and monitor school achievement. Bi-monthly meetings are held to discuss and review the school's progress.

**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
Johnson, Nadine	Principal
patterson, joyce	Assistant Principal
Rodriguez, Raoul	Assistant Principal
McRae, Sylvia	

**Duties**

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

The purpose of the Leadership team is to provide high quality Instruction/Intervention matched to student needs and learning gains to make important decisions about a student's education. The team members monitor students at the lower levels and high risk to ensure that they receive the appropriate attention for their curriculum and enrichment for their long term outcomes. Students with higher performance levels are monitored to enhance their performance levels as well. The team uses a problem solving model which includes much data to make decisions on long term outcomes. The Principal, APC also monitors, SAL, School Team Leaders, Science and Reading coaches to ensure that all staff members are communicating and following the school wide plans for expected outcomes.

The leadership team includes:

- Principal
- Assistant Principal for Curriculum

- Assistant Principal for Administration
  - Guidance Counselor
  - School Psychologist
  - School Social Worker
  - Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
  - ESE teacher
  - Subject Area Leaders:
  - 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)

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

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

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 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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

We utilize information from students in Head Start to transition into Kindergarten.

Adult Education

NA

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Lakeisha Reed	Parent
Dionne Moragne	Parent
Akila Graham-Allen	Teacher
Tonya Stevenson	Parent
Pamela Mitchell	Parent
Zion Mltchell	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*

SAC members reviewed progress of 2013-2014 goals and provided support during meetings and school wide activities

*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.

*Preparation of the school's annual budget and plan*

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

Each Subject area have been given the opportunity to request funds to supplement an expense in their department to enhance student learning. 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**

Describe the use of SAC funds.

Name and Number of Strategy from the School Improvement Plan Description of Resources that improves student achievement or student engagement Projected Amount Final Amount

Reading 1/ 1-3, Math 1.1. Science 1.1 Goals Incentives to assist with Enrichment Mondays, SAT preparations goals supplies (including food), gift cards (rewards 450.00

School Improvement Coordinator Instructional employee will support development, , implementation and monitoring of the School Improvement Process 300.00

Attendance Goals 1.2

Suspension Goals-1.1 Positive Behavior Incentives Cotton Candy Machine, supplies (including food), gift cards (rewards) , to be used during Incentives. SIS , staff will assist and coordinate school wide incentives for perfect attendance/grade level incentives for attendance

200.00

Writing Goal. 2.1

Incentives to assist with Enrichment Mondays, SAT preparations goals supplies (including food), gift cards (rewards 450.00

**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
Johnson, Nadine	Principal
patterson, joyce	Assistant Principal
Rodriguez, Raoul	Assistant 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**

PLC's are scheduled twice a month

Grade Level Team meetings are held 1x a month to build rapport and focused goal of the school  
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](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***

School data is received and reviewed during pre-planning and throughout the year to develop focus plans to increase student achievement over the year. Administrators, SAL monitor by walk through evaluations and providing feedback to the instructors. Tutoring Academies are provided in the area of Math, Science, Reading, Writing, ESE.. training

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

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

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

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

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

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

instruction, and supports

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

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

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

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

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

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

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

**Strategy:** Before School Program

**Minutes added to school year:** 2,250

Study Hall =15 mins before school

Students arrive to classes 15 min early in the morning. They are provided opportunity for tutoring, H.W. assistance and guidance before class

**Strategy Rationale**

Some students are given additional time to complete assignments due to conflicting family schedules

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Rodriguez, Raoul, raoul.rodriguez@sdhc.k12.fl.us

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

Quarterly monitoring is reviewed by SALS's during PLC meetings

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

## 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 engaged on rigorous tasks that are aligned with grade level and content area standards as part of daily instruction.

## 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 engaged on rigorous tasks that are aligned with grade level and content area standards as part of daily instruction. 1a

G041696

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	
CELLA Writing Proficiency	
AMO Math - All Students	65.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	42.0
Algebra I EOC Pass Rate	75.0
Math Lowest 25% Gains	73.0

**Resources Available to Support the Goal** 2

- AVID/Cornell notes
- Passage (Close readings)
- Interactive Word Walls
- BYOD: Encourage 1 hour use of technology & media center
- CPALMS
- Defined STEM Websites , additional GIZMO
- Florida Achieves/FCAT Explorer
- Weekly Math Tutoring
- NCTM. Navigation
- PLC's among all grade levels and subject areas, Data Chats
- Professional Development (Kagan, CHAMPS, CRISS, CIS/LDC)
- District Reading Trainings
- YOUNG READS
- Morning Study Hall

**Targeted Barriers to Achieving the Goal** 3

- Computer scheduling-
- reading comprehension
- Computer literacy
- STEP UP- program -All Content areas
- Collaboration to streamline and implement strategies
- Classroom Management ( off-task, disruptive behaviors)

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

Reading , Writing Assessments,. Math, Science Formatives. Social Studies Assessments.  
AVID Samples

**Person Responsible**

Raoul Rodriguez

**Schedule**

Biweekly, from 8/26/2014 to 6/5/2015

**Evidence of Completion**

Gradual Increase in all Content areas over the school the year

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

AVID Samples, Social Studies Assessments, Science/ Math competition

**Person Responsible**

**Schedule**

On 6/4/2015

**Evidence of Completion**

Classroom Assessments, competition results

## 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 engaged on rigorous tasks that are aligned with grade level and content area standards as part of daily instruction. **1**

 G041696

**G1.B1** Computer scheduling- **2**

 B101286

**G1.B1.S1** provide structured checkout of lab tops, and reserving computer rooms among the staff **4**

 S151953

### Strategy Rationale

Organized and structured scheduling will help to ensure that all students are given reasonable access to complete assignments and enhance learning

### Action Step 1 **5**

scheduling- monthly/daily

#### Person Responsible

Raoul Rodriguez

#### Schedule

Monthly, from 9/2/2014 to 6/4/2015

#### Evidence of Completion

computer check out sheet and computer room log can be reviewed daily/monthly for classroom usage



**Action Step 2** 5

Reading Comprehension

**Person Responsible**

Nadine Johnson

**Schedule**

Quarterly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Student logs completed and evidence from YOUNG READS

**Action Step 3** 5

Math Tutoring

**Person Responsible**

Raoul Rodriguez

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Increase in Math formative and assessments throughout the year of students who attend tutoring

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

DATA analysis

**Person Responsible**

Nadine Johnson

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Teachers will collect quantitative and qualitative samples from students to be reviewed during PLC meetings

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

Reading Logs will be collected to monitor reading practices at Young

**Person Responsible**

Raoul Rodriguez

**Schedule**

Quarterly, from 9/19/2014 to 6/4/2015

***Evidence of Completion***

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

Rigorous questioning and Higher Order Lessons

**Person Responsible**

Nadine Johnson

**Schedule**

Weekly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Administration will perform walk-throughs , specifically looking at student engagement and feedback for SALS to share at PLC's

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

Student's engagement on rigorous tasks that are aligned with grade level and content area

**Person Responsible**

Nadine Johnson

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Data collected and shared from walkthrough

G1.B2 reading comprehension 2

B101287

G1.B2.S1 CHAMPS, PBS 4

S152430

**Strategy Rationale**

Strategies to implement to maintain classroom behavior and therefore increase proper engagement and learning in the classroom

**Action Step 1 5**

Classroom management

**Person Responsible**

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

decrease in behavior referrals, increase in positive behavior referrals

**Action Step 2 5**

**Person Responsible**

**Schedule**

**Evidence of Completion**

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

Reading comprehension

**Person Responsible**

Raoul Rodriguez

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

Increased scores in Mid term exams , FAIR testing

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

Mid term exams, reading logs

**Person Responsible**

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

FAIR TESTING RESULTS, Student Reading Logs, Curriculum Assessments

**G1.B2.S3 Data Chats** 4

 S152432

**Strategy Rationale**

Teacher will have opportunity to share current status and assist students in taking ownership and reaching their goals throughout the school year

**Action Step 1** 5

DATA WALLS

**Person Responsible**

Nadine Johnson

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

data collected from formative and classroom assessments

G1.B2.S4 YOUNG READS 4

S152434

**Strategy Rationale**

Students will have opportunity to take ownership of their reading skills, by spending additional time reading books of interest on a daily basis.

**Action Step 1 5**

READING -District Trainings

**Person Responsible**

Nadine Johnson

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

ADI writing Essays-among , Reading, Social Studies, Science

**Action Step 2 5**

promoting daily school attendance to increase daily instruction

**Person Responsible**

joyce patterson

**Schedule**

On 6/5/2015

**Evidence of Completion**

data documenting attendance rate above 97%

**Action Step 3** 5

In-service training

**Person Responsible**

Nadine Johnson

**Schedule**

On 6/5/2015

***Evidence of Completion***

Evidence will be collected for all attendees and student's reading and writing scores will increase over the year

**Plan to Monitor Fidelity of Implementation of G1.B2.S4** 6

Young Read-reading for comprehension

**Person Responsible**

Raoul Rodriguez

**Schedule**

On 6/4/2015

***Evidence of Completion***

Language Art teachers will collect Reading Log and cornell notes for weekly reading assignments

**Plan to Monitor Effectiveness of Implementation of G1.B2.S4** 7

Fair testing, mini-assessments, common assessment data

**Person Responsible**

Raoul Rodriguez


**Schedule**

On 6/5/2015

***Evidence of Completion***

Data charts will be collected during PLC's for evidence of student's achievement

**G1.B3 Computer literacy** 2

 B101288

**G1.B3.S1 Computer training for students will be increased in all content areas** 4

 S152433

**Strategy Rationale**

students will become more familiar with using the computer for academic literacy

**Action Step 1** 5

students will have computer based lessons throughout all content areas

**Person Responsible**

Raoul Rodriguez

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

Students will make learning gains on computer based content assignments

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G1.B8 STEP UP- program -All Content areas** 2

B139631

**G1.B8.S1 Mentor/Mentee . Additional Tutoring** 4

S152439

**Strategy Rationale**

Students incorporated into the STEP up program will have opportunity for tutoring on 7th grade concepts as well as support service from mentors at school to bridge and increase their learning.

**Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***



**G1.B10 Collaboration to streamline and implement strategies** 2

 B139633

**G1.B10.S1 CHAMPS, PBS [copy]** 4

 S152437

**Strategy Rationale**

Strategies to implement to maintain classroom behavior and therefore increase proper engagement and learning in the classroom

**Action Step 1** 5

Classroom management

**Person Responsible**

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

decrease in behavior referrals, increase in positive behavior referrals

**Action Step 2** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Reading comprehension

**Person Responsible**

Raoul Rodriguez

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

Increased scores in Mid term exams , FAIR testing

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** 7

Mid term exams, reading logs

**Person Responsible**


**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

FAIR TESTING RESULTS, Student Reading Logs, Curriculum Assessments

**G1.B11 Classroom Management ( off-task, disruptive behaviors)** 2

 B139634

**G1.B11.S1 CHAMPS, PBS [copy]** 4

 S152435

**Strategy Rationale**

Strategies to implement to maintain classroom behavior and therefore increase proper engagement and learning in the classroom

**Action Step 1** 5

Classroom management

**Person Responsible**

Nadine Johnson

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

decrease in behavior referrals, increase in positive behavior referrals

**Plan to Monitor Fidelity of Implementation of G1.B11.S1** 6

Reading comprehension

**Person Responsible**

Raoul Rodriguez

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Increased scores in Mid term exams , FAIR testing

**Plan to Monitor Effectiveness of Implementation of G1.B11.S1** 7

Mid term exams, reading logs

**Person Responsible**

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

FAIR TESTING RESULTS, Student Reading Logs, Curriculum Assessments

**G1.B11.S2 CHAMPS, PBS [copy]** 4

S152436

**Strategy Rationale**

Strategies to implement to maintain classroom behavior and therefore increase proper engagement and learning in the classroom

**Action Step 1** 5

Classroom management

**Person Responsible**

Nadine Johnson

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

decrease in behavior referrals, increase in positive behavior referrals

**Plan to Monitor Fidelity of Implementation of G1.B11.S2** 6

Reading comprehension

**Person Responsible**

Raoul Rodriguez

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Increased scores in Mid term exams , FAIR testing

**Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7**

Mid term exams, reading logs

**Person Responsible**

Raoul Rodriguez

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

FAIR TESTING RESULTS, Student Reading Logs, Curriculum Assessments

**Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**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	scheduling- monthly/daily	Rodriguez, Raoul	9/2/2014	computer check out sheet and computer room log can be reviewed daily/monthly for classroom usage	6/4/2015 monthly
G1.B2.S1.A1	Classroom management		9/2/2014	decrease in behavior referrals, increase in positive behavior referrals	6/4/2015 annually
G1.B3.S1.A1	students will have computer based lessons throughout all content areas	Rodriguez, Raoul	9/2/2014	Students will make learning gains on computer based content assignments	6/4/2015 annually
G1.B11.S1.A1	Classroom management	Johnson, Nadine	9/2/2014	decrease in behavior referrals, increase in positive behavior referrals	6/4/2015 annually
G1.B11.S2.A1	Classroom management	Johnson, Nadine	9/2/2014	decrease in behavior referrals, increase in positive behavior referrals	6/4/2015 annually
G1.B10.S1.A1	Classroom management		9/2/2014	decrease in behavior referrals, increase in positive behavior referrals	6/4/2015 annually
G1.B2.S3.A1	DATA WALLS	Johnson, Nadine	9/2/2014	data collected from formative and classroom assessments	6/4/2015 annually
G1.B2.S4.A1	READING -District Trainings	Johnson, Nadine	9/2/2014	ADI writing Essays-among , Reading, Social Studies, Science	6/4/2015 annually
G1.B8.S1.A1	[no content entered]			one-time	
G1.B1.S1.A2	Reading Comprehension	Johnson, Nadine	9/2/2014	Student logs completed and evidence from YOUNG READS	6/4/2015 quarterly

**Hillsborough - 5041 - Young Middle Magnet School - 2014-15 SIP**  
*Young Middle Magnet School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	[no content entered]			one-time	
G1.B10.S1.A2	[no content entered]			one-time	
G1.B2.S4.A2	promoting daily school attendance to increase daily instruction	patterson, joyce	8/19/2014	data documenting attendance rate above 97%	6/5/2015 one-time
G1.B1.S1.A3	Math Tutoring	Rodriguez, Raoul	9/2/2014	Increase in Math formative and assessments throughout the year of students who attend tutoring	6/4/2015 monthly
G1.B2.S4.A3	In-service training	Johnson, Nadine	8/19/2014	Evidence will be collected for all attendees and student's reading and writing scores will increase over the year	6/5/2015 one-time
G1.MA1	Reading , Writing Assessments,. Math, Science Formatives. Social Studies Assessments. AVID Samples	Rodriguez, Raoul	8/26/2014	Gradual Increase in all Content areas over the school the year	6/5/2015 biweekly
G1.MA2	AVID Samples, Social Studies Assessments, Science/ Math competition		9/2/2014	Classroom Assessments, competition results	6/4/2015 one-time
G1.B1.S1.MA1	Student's engagement on rigorous tasks that are aligned with grade level and content area	Johnson, Nadine	9/2/2014	Data collected and shared from walkthrough	6/4/2015 monthly
G1.B1.S1.MA1	DATA analysis	Johnson, Nadine	9/2/2014	Teachers will collect quantitative and qualitative samples from students to be reviewed during PLC meetings	6/4/2015 monthly
G1.B1.S1.MA2	Reading Logs will be collected to monitor reading practices at Young	Rodriguez, Raoul	9/19/2014		6/4/2015 quarterly
G1.B1.S1.MA3	Rigorous questioning and Higher Order Lessons	Johnson, Nadine	9/2/2014	Administration will perform walk-throughs , specifically looking at student engagement and feedback for SALS to share at PLC's	6/4/2015 weekly
G1.B2.S1.MA1	Mid term exams, reading logs		9/2/2014	FAIR TESTING RESULTS, Student Reading Logs, Curriculum Assessments	6/4/2015 annually
G1.B2.S1.MA1	Reading comprehension	Rodriguez, Raoul	9/2/2014	Increased scores in Mid term exams , FAIR testing	6/4/2015 annually
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B11.S1.MA1	Mid term exams, reading logs		9/2/2014	FAIR TESTING RESULTS, Student Reading Logs, Curriculum Assessments	6/4/2015 annually
G1.B11.S1.MA1	Reading comprehension	Rodriguez, Raoul	9/2/2014	Increased scores in Mid term exams , FAIR testing	6/4/2015 annually
G1.B10.S1.MA1	Mid term exams, reading logs		9/2/2014	FAIR TESTING RESULTS, Student Reading Logs, Curriculum Assessments	6/4/2015 annually
G1.B10.S1.MA1	Reading comprehension	Rodriguez, Raoul	9/2/2014	Increased scores in Mid term exams , FAIR testing	6/4/2015 annually
G1.B8.S1.MA1	[no content entered]			one-time	
G1.B8.S1.MA1	[no content entered]			one-time	
G1.B11.S2.MA1	Mid term exams, reading logs	Rodriguez, Raoul	9/2/2014	FAIR TESTING RESULTS, Student Reading Logs, Curriculum Assessments	6/4/2015 annually
G1.B11.S2.MA3	[no content entered]			once	
G1.B11.S2.MA1	Reading comprehension	Rodriguez, Raoul	9/2/2014	Increased scores in Mid term exams , FAIR testing	6/4/2015 annually
G1.B2.S4.MA1	Fair testing, mini-assessments, common assessment data	Rodriguez, Raoul	8/19/2014	Data charts will be collected during PLC's for evidence of student's achievement	6/5/2015 one-time
G1.B2.S4.MA1	Young Read-reading for comprehension	Rodriguez, Raoul	10/6/2014	Language Art teachers will collect Reading Log and cornell notes for weekly reading assignments	6/4/2015 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 Opportunities

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

**G1.** Student achievement will increase when students are engaged on rigorous tasks that are aligned with grade level and content area standards as part of daily instruction.

### **G1.B2** reading comprehension

#### **G1.B2.S1** CHAMPS, PBS

##### **PD Opportunity 1**

Classroom management

##### **Facilitator**

CHAMPS trainer

##### **Participants**

Teachers, new teachers

##### **Schedule**

Annually, from 9/2/2014 to 6/4/2015

#### **G1.B2.S4** YOUNG READS

##### **PD Opportunity 1**

READING -District Trainings

##### **Facilitator**

District Instructor

##### **Participants**

All teachers

##### **Schedule**

Annually, from 9/2/2014 to 6/4/2015



**PD Opportunity 2**

In-service training

**Facilitator**

**Participants**

**Schedule**

On 6/5/2015

**G1.B10** Collaboration to streamline and implement strategies

**G1.B10.S1** CHAMPS, PBS [copy]

**PD Opportunity 1**

Classroom management

**Facilitator**

CHAMPS trainer

**Participants**

Teachers, new teachers

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**G1.B11** Classroom Management ( off-task, disruptive behaviors)

**G1.B11.S1** CHAMPS, PBS [copy]

**PD Opportunity 1**

Classroom management

**Facilitator**

CHAMPS trainer

**Participants**

Teachers, new teachers

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

**G1.B11.S2** CHAMPS, PBS [copy]

**PD Opportunity 1**

Classroom management

**Facilitator**

CHAMPS trainer

**Participants**

Teachers, new teachers

**Schedule**

Annually, from 9/2/2014 to 6/4/2015

## Technical Assistance Items

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