Orange Grove Middle Magnet School

2014-15 School Improvement Plan

Orange Grove Middle Magnet School

3415 N 16TH ST, Tampa, FL 33605

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	50%

Alternative/ESE Center	Charter School	Minority
No	No	68%

School Grades History

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

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Orange Grove Middle Magnet School of the Arts, success is the expectation. We seek to empower well-rounded individuals through all disciplines. We will create a community of respect and sensitivity while fostering an appreciation of the role of Arts in life. We will accomplish our Vision by:
* Maintaining a standard of excellence for every student
* Broadening student experiences in Arts and Academics
* Promoting a creative and artistic approach to learning
* Fostering a creative, cooperative environment
* Providing experience and training in all content areas that goes beyond what is offered in traditional middle school curriculum
* Encouraging active involvement of students, parents, and the community
* Embracing the critical role we play in the K-12 Fine Arts Program
This will empower students to become respectful, successful, lifelong learners and productive citizens.

Provide the school's vision statement

Our vision at Orange Grove is to prepare every student to be successful and creative by promoting high academic standards through an arts integrated approach to learning.

School Environment

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

At Orange Grove we have an effective partnership by collaborating to problem solve individual student issues, sharing information through internal and external electronic communication, and celebrating student successes. We hold an annual Premier Night for incoming 6th graders prior to school starting, conference nights with parents occur quarterly and as needed throughout the school year. Concerts for parents and families are held at a minimum of 3 times per discipline, and both ELA and Social Studies classrooms have units which allow students to express their culture through Arts projects.Through a shared responsibility of our students, all teachers, staff, and administration learn about our students' cultures. Building rapport through this collaboration allows us to adequately promote the understanding of our students' needs.

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

Our student engagement is always respectful of diversity and promotes the individuality of our students physically and emotionally. Our school environment is physically safe, with gates locked at all times, a fully staffed front office, and visible staff circulating the campus at all times during the school day. Teachers and administration monitor hallway class changes and are avaialable to address individual students' needs. Lunchtime presentations by leadership staff members are held weekly to address topics such as respect, safety protocols, and making positive choices. Staff monitors are provided for bus transportation loading and unloading. All classrooms utilize the planner passes and classroom sign-out sheets. To create less congestion and better supervision, a directional flow for walking traffic has been implemented to restrict use by certain grades on certain

areas of campus. We promote positive interactions between students and all faculty in order to model a respectful community in return.

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

Faculty meetings are held monthly to verify an understanding and school-wide use of disciplinary rules. School-wide intercom announcements are restricted to administration access only and are limited unless extremely urgent. Implementation of Arts Integration on a weekly basis in the content area classrooms keeps students focused and interested in academics. Each day homeroom teachers elaborate on a different part of the acronym STAR (Safe, Teachable, Accountable, Respectful), following with a quick activity for approximately 10 minutes.

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

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
• The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
• The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?

4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

> **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Early warning indicators include:
Attendance (5 or more absences of any type per grading period)
One or more suspension (in or out of school)
Excessive tardies (5 or more per grading period)
ELA/Math course failure
Level 1 FCAT score
Early warning system data can come from the following sources:
**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.
FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.
BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/ PLCs/Individual teachers.
DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.
SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/ Individual teachers.
FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.
CELLA: Sagebrush (IPT); ELL/PSLT Representative.
TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.
DRA-2: School generated excel database; Individual teacher.
**Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.
ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.
FAIR OPM: School generated excel database; Leadership Team/Reading Coach.
ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.
CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.
RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.
**Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.
ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.
DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	8	14	27	49
One or more suspensions	6	15	26	47
Course failure in ELA or Math	2	20	26	48
Level 1 on statewide assessment	46	40	53	139

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	7	19	29	55

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The purpose of the core Leadership Team is to:
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:
• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Create, manage and update the school resource map
• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
• Strengthen the Tier 1 (core curriculum) instruction through the:

o Implementation and support of PLCs
o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Through events prior to the school year beginning, such as Premier Night and Sneak Peek, Parents are encouraged to become active participants beside their students. Orange Grove holds several school-wide events during the year to ensure that families are invited to celebrate success: Grandparents' Breakfast, Honor Roll lunches, Volunteer Breakfast, Wheel Concerts every 3 weeks during the first semester, and a minimum of 3 performances per Arts discipline. Band, Drama, Art, and Chorus have active Booster organizations which offer opportunities for parents to become involved as spectators and volunteers. Through Edsby, parents are kept abreast of their child's progress on no less than a weekly basis. Many parents can check daily, as teachers update Edsby frequently. The school's vision and mission are posted in every classroom and in the office so that the families who come on campus will feel the enormity of our commitment to their child.

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

Orange Grove has applied for and established partnerships with many area businesses in the past. Three have changed hands in recent months, but new ones will be established. We are not a community-based school as far as where our students live and parents work. We draw from all over the county. Our support is based on the importance the partner places on our school.

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
Butler, Shannon	Principal
Castorino, Sarena	Instructional Coach
Finkelstein, Michael	Assistant Principal
Werb, Heather	Assistant Principal
Cooper, Robert	Teacher, K-12
Culver, Michael	Teacher, K-12
Dr. Jenkins-Tucker, Pamela	Guidance Counselor
Goyens, Kyle	Teacher, K-12
Hauser, Zoe	Teacher, K-12
Kahle, Lesley	Teacher, K-12
McGuinness, John	Teacher, K-12
Phillips, Sharon	Teacher, K-12
Rivera, Julian	Teacher, K-12
Stahl, Tom	Teacher, K-12
Shipman, Courtney	Guidance Counselor
Wissert, Anne	Psychologist
Lewis, Alpha	Teacher, ESE
Campbell, Carol	Teacher, ESE

Duties

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

The leadership team meetings bi-weekly and is comprised of PLC leaders, adminsitration, and instructional support staff. School-wide academic decisions are based on a shared responsibility of looking at student work during these meetings.
The leadership team includes:
• Principal - who facilitates the meetings
• Assistant Principal for Curriculum - who oversees curriculum
• Assistant Principal for Administration - who oversees discipline and day-to-day campus operations
• Guidance Counselors - who serve as the PSLT, MTSS, and RtI chairs
• School Psychologist - who provides support for 504 and ESE plans
• School Social Worker - who provides attendance support
• Academic Reading Coach - who assist with data analysis and provides literacy supprot for all teachers
• ESE teachers - who track and support ESE students on campus
• Subject Area Leaders - who provide academic support and expertise when making school-wide instructional decisions

• PLC Leaders - who facilitate grade-level PLCs
• SAC Chair - who serves as a voice for SAC and to bring information back to SAC during monthly meetings
(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)
The examples below demonstrate the shared roles and responsibilities for members of the PSLT:
PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)
PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.
PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.
PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.
PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.
PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan
The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

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

At the end and beginning of each year, schools take an inventory of resources, including 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.

The HCPS Fidelity of MTSS-RtI Practices Rubric (found on the RtI icon) will be used to evaluate the schools implementation of MTSS practices. The rubric is broken into 4 domains (Administrative Support, Tier 1 Practices, Tier 2 Practices, and Tier 3 Practices). Each domain has 5-7 items are rated on the scale below:

Not Evident (0) – the PSLT indicates that the school has not implemented/engaged in MTSS practices on an identified item.

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

Operational (2) – The PSLT indicates that the school has implemented/engaged in MTSS practices

but the documented evidence and data does align with or support the specified item.

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

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school, including Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training as applicable.

Title I, Part A

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

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

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

Adult Education

NA

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Sarena Castorino	Teacher
Dr. Shannon Butler	Principal
Susan Farmer	Teacher
Christy Hartley	Teacher
Emiliana White	Education Support Employee
Curtis Moreau	Parent
Russell Grieshop	Parent
Darcy Favata	Teacher
Clara Reynolds	Parent
Skylar Casanova	Student
Corey Reynolds	Student
Olivia Knowles	Student
Catherine Moreau	Student
Gavin Barrera	Student
Julio Barrera	Business/Community
Jane Spear	Parent

Duties

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

Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.
During the May, 2014 SAC meeting, members evaluated the 2013-2014 school year SIP and prepared suggestions for the upcoming 2014-2015 SIP based on progress monitoring data such as grades, RtI tutorial data, attendance, and behavior consequences.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.
The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.
All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC

committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

Preparation of the school's annual budget and plan

SAC submits a budget within the SIP to support strategy implementation and/or professional development.
In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.
The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

$300 = Professional journals used for PLCs ("The Power of Protocols: An Educator's Guide to Better Practice", and "The Facilitator's Book of Questions: Tools for Looking at Student and Teacher Work")
$200 = Student incentives
$360 = Supplies (food, gift cards, and instructional supplies) to support Family Curriculum Night (STEM lessons were modeled for parents) and for OG Night of the Stars
$140 = Funds were provided to assist students with the study of effects of nutritional snacks on the body and how to prepare the foods (EFNEP)
$60 = Purchased calculators
$697.70 = Stipend to provide instructional support to assist with the implementation and monitoring of the SIP

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
Butler, Shannon	Principal
Cooper, Robert	Teacher, K-12
Culver, Michael	Teacher, K-12
Farmer, Susan	Teacher, K-12
Finkelstein, Michael	Assistant Principal
Goyens, Kyle	Teacher, K-12
Hauser, Zoe	Teacher, K-12
Kahle, Lesley	Teacher, K-12
McGuinness, John	Teacher, K-12
Phillips, Sharon	Teacher, K-12
Philpot, Laurie	Teacher, K-12
Rivera, Julian	Teacher, K-12
Sanders, Lydia	Teacher, K-12
Stahl, Tom	Teacher, K-12

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 and progress up the career ladder. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

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

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

During pre-planning, new teachers are paired with an experienced "buddy" teacher to mentor on topics such as technology, school culture, and school-wide procedures. The "buddy" teacher supports the new teacher throughout the school year. All classroom teachers also pair with a teacher in a classroom in close proximity to share the burden of behavior and procedural issues. Administration holds a staff development session for new teachers on the 4th Monday of each month. The agenda is teacher-driven to address their needs.

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 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 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: Extended School Day

Minutes added to school year: 1,620

The ELP program provides academic support for students recieving a failing quarter grade for Langugae Arts, Math, Science, or Social Studies courses at Orange Grove.

Strategy Rationale

A student must earn two quality points per semester to pass an annual course. If a student fails a class, the student earns zero quality points and the "F" grade will remain on the permanent record. However, if a student successfully completes ELP, one quality point will be added to the total semester points earned for the corresponding subject area. Students may earn a maximum of two quality points per session.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Werb, Heather, heather.werb@sdhc.k12.fl.us

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

Student enrollment in ELP and course completion data will be collected and analyzed by the Leadership Team to determine program effectiveness.

Strategy: Extended School Day
Minutes added to school year: 1,620

Math an Science Tutorial Program is offered through ELP in order to support students in their high school credit courses.

Strategy Rationale

No grade or quality point will be earned by attending the tutoiral program, however stduents will be able to participate in re-teach lessons/experiments which will allow students to further process content in the high schol creidt courses.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cooper, Robert, robert.cooper@sdhc.k12.fl.us

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

Student enrollment in ELP and FCIM data on specific skills taught during the tutorials will be collected and analyzed by the Leadership Team to determine program effectiveness.

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

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

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

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 engaged in data-driven learning tasks that are strategically designed by instructional staff to align with 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 engaged in data-driven learning tasks that are strategically designed by instructional staff to align with content area standards. 1a

🔑 G041952

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	68.0
FCAT 2.0 Science Proficiency	64.0
AMO Reading - SWD	48.0
AMO Reading - All Students	73.0
Math Gains	75.0

Resources Available to Support the Goal 2

- Student Ambassadors
- AVID Strategies
- Opportunities for PD
- Coach/Tech specialist
- Instructional Leaders/Lead Teacher
- Parent Volunteers
- Arts Integration
- Experienced Staff
- Common assessments

Targeted Barriers to Achieving the Goal 3

- Inconsistency of functioning PLC's
- Instructional Gap between 6th and 8th grades
- Irregular progress monitoring tools
- Lack of reading strategies for analyzing complex text
- Lack of understanding the task within the prompt
- Lack of cognitive engagement during lessons

Plan to Monitor Progress Toward G1. 8

Teacher data plans will be collected and reviewed for student progress and lesson alignment as monitored by the Assistant Principal.

Person Responsible

Schedule
Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion
Formative assessment data based on data plans

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 in data-driven learning tasks that are strategically designed by instructional staff to align with content area standards. `1`

🔑 G041952

G1.B1 Inconsistency of functioning PLC's `2`

🔑 B102048

G1.B1.S1 Develop a PD centered around PLC functionality(train the trainer model). `4`

🔑 S113247

Strategy Rationale

Functioning PLCs are able to analyze data and look at student work to drive instruction.

Action Step 1 `5`

Technology Resource Teacher will create an online interest survey for PLC facilitators

Person Responsible

Schedule

On 9/1/2014

Evidence of Completion

Results from survey and active participants

Action Step 2 5

Implement a book study using "Learning By Doing: A Handbook for Professional Learning Communities at Work by Richard Dufour through grade-level PLCs. The Reading Coach will outline an appropriate protocol for PLCs to utilize during the book study. PLC leaders will facilitate and document.

Person Responsible

Schedule

Weekly, from 10/6/2014 to 12/19/2014

Evidence of Completion

PLC leaders will document the book study progress through bi-weekly agendas/minutes

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

Instructional decisions will be made in regards to remediation, reteach, and enrichment in order to see student performance progression in all subject areas as monitored by Administration.

Person Responsible

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

PLC minutes

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

Review students' performance utilizing the Continuous Improvement Model as monitored by the Assistant Principal.

Person Responsible

Schedule

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

Evidence of Completion

Using the Electronic data wall to make instructional shifts as documented on PLC logs,

G1.B2 Instructional Gap between 6th and 8th grades 2

B102049

G1.B2.S1 Student understanding of Nature of Science concepts will increase when students participate in Argument Driven Inquiry. 4

S130842

Strategy Rationale

Engaging in ADI once per quarter will allow students to experience real-world application of science through hands-on learning.

Action Step 1 5

Science teachers will create three ADI lesson plans on Nature of Science concepts to share during a department meeting.

Person Responsible

Schedule

Evidence of Completion

Lesson plans will be presented during the November 3rd department meeting and archives in a Science Department lesson plan binder.

Action Step 2 5

Science teachers will implement one ADI lesson plan on the Nature of Science concepts during the 1st through 4th quarters.

Person Responsible

Schedule

Quarterly, from 11/4/2014 to 5/1/2015

Evidence of Completion

Student work samples and graded essay assessments will be analyzed during quarterly department meetings.

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

Administration and Instructional staff will participate in Learning Walks to gather observation data as monitored by the Assistant Principal.

Person Responsible

Schedule

Quarterly, from 11/28/2014 to 5/1/2015

Evidence of Completion

Classroom observations and walk through data will be collected and presented to the Science Department during monthly PLC meetings.

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

Science teachers will participate in LASW protocols to analyze the student samples from ADI lesson plans.

Person Responsible

Schedule

Monthly, from 12/1/2014 to 5/4/2015

Evidence of Completion

Science Department meeting agendas will reflect lesson plan presenters and protocol facilitators.

G1.B4 Irregular progress monitoring tools 2

B102051

G1.B4.S1 Arts teachers will create their own content-specific note-taking tool based on Bloom's Taxonomy to assist students in synthesizing skills/knowledge from medium to medium and subject to subject. 4

S130864

Strategy Rationale

Students are better able to process and retain skills information when they have an organized method of note-taking.

Action Step 1 5

The AVID teacher and Reading Coach will provide research on Bloom's Taxonomy.

Person Responsible

Schedule

On 10/29/2014

Evidence of Completion

PD attendance will be taken and in-service points awarded.

Action Step 2 5

Arts teachers will create their own content-specific note-taking tool based on Bloom's Taxonomy.

Person Responsible

Schedule

On 11/5/2014

Evidence of Completion

Note-taking tools will be shared during a department PLC meeting and archived in a department binder.

Action Step 3 `5`

Arts teachers will implement the content-specific note-taking tool based on Bloom's Taxonomy within the Arts classroom.

Person Responsible

Schedule

Biweekly, from 11/3/2014 to 5/4/2015

Evidence of Completion

Atrs PLC will analyze student samples during LASW protocols.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Administration and the Reading Coach will provide feedback from Learning Walks and classroom observations of the use of the content-specific note-taking tools.

Person Responsible

Schedule

Biweekly, from 11/10/2014 to 5/1/2015

Evidence of Completion

Classroom observation walk-through forms will be collected and used to debrief during the Arts PLC.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Arts PLC will analyze student samples using LASW protocols during monthly Department meetings.

Person Responsible

Schedule

Monthly, from 11/3/2014 to 5/4/2015

Evidence of Completion

LASW will be reflected in PLC minutes/agendas.

G1.B8 Lack of reading strategies for analyzing complex text 2

B118810

G1.B8.S1 Increase students' comprehension of rigorous text through the use of reading for meaning strategies in literary analysis and informational text. The Reading/ELA department will create school-wide, research-based active reading strategies. 4

S130599

Strategy Rationale

Student ability to analyze text, extract information, support a claim, and write commentary will increase when consistent note-taking tools are implemented.

Action Step 1 5

The Reading Coach and ELA SAL will research strategies for analyzing text that are aligned to the new LAFS

Person Responsible

Schedule

Quarterly, from 9/19/2014 to 10/17/2014

Evidence of Completion

Strategies will be collected to design professional development for the 2nd through 4th quarters

Action Step 2 5

The Reading Coach and ELA SAL will present school-wide strategies for analyzing text to the grade-level PLCs

Person Responsible

Schedule

Monthly, from 10/7/2014 to 4/7/2015

Evidence of Completion

PD points will be awarded to teachers who attend the training.

Action Step 3 `5`

ELA and Reading teachers will implement strategies in their classrooms during the 2nd through 4th quarter

Person Responsible

Schedule

Biweekly, from 11/3/2014 to 5/8/2015

Evidence of Completion

ELA and Reading teachers will share student samples during the monthly department PLC through LASW protocols. This will be documented in the PLC minutes.

Action Step 4 `5`

Administration will facilitate "Learning Walks" in the ELA and Reading classrooms to allow all classroom teachers and instructional staff to observe the implementation of reading strategies.

Person Responsible

Schedule

Monthly, from 11/3/2014 to 5/8/2015

Evidence of Completion

PD points will be awarded to teachers who attend the training.

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

The Leadership Team will conduct Learning Walks.

Person Responsible

Schedule

Biweekly, from 11/3/2014 to 4/3/2015

Evidence of Completion

Observational data from Learning Walks will be analyzed during monthly Leadership Team meetings.

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

The ELA and Reading department will use research-based protocols for LASW during monthly department PLCs.

Person Responsible

Schedule

Monthly, from 11/10/2014 to 4/13/2015

Evidence of Completion

A binder of student worked analyzed during monthly department PLCs will be kept by the ELA SAL.

G1.B9 Lack of understanding the task within the prompt `2`

🔑 B126219

G1.B9.S1 Implement research-based strategies for unpacking and understanding a prompt. `4`

🔑 S138166

Strategy Rationale

Implementing common strategies across content-areas for unpacking and understanding the prompt will increase student ability to successfully complete the task.

Action Step 1 `5`

The Social Studies department will research strategies for unpacking/understanding a prompt

Person Responsible

Schedule

On 10/6/2014

Evidence of Completion

Strategies for unpacking/unpacking a prompt will be shared during a monthly department PLC.

Action Step 2 `5`

The Social Studies department will implement monthly research-based strategies for unpacking/ understanding the prompt.

Person Responsible

Schedule

Monthly, from 10/6/2014 to 4/7/2015

Evidence of Completion

Social Studies teachers will share lesson plans using common strategies in each grade-level.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 `6`

The Leadership team will conduct Learning Walks to monitor strategy implementation within the Social Studies classrooms.

Person Responsible

Schedule

Monthly, from 11/10/2014 to 3/9/2015

Evidence of Completion

Data from Learning Walks will be shared with all Social Studies teachers during monthly departmental PLC meetings.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 `7`

The Social Studies department will implement a department-wide rubric for scoring student writing assessments.

Person Responsible

Schedule

Monthly, from 11/10/2014 to 4/6/2015

Evidence of Completion

Strategy effectiveness will be charted on a monthly basis based on student scores on the writing assessment which will be shared during monthly departmental PLC meetings.

G1.B10 Lack of cognitive engagement during lessons 2

🔑 B126228

G1.B10.S1 Teachers will implement research-based strategies for teaching real-world scenario word problems in Math. 4

🔑 S138180

Strategy Rationale

Student cognitive engagement during Math lessons will increase when students can apply skills learned to real-world scenarios and make connections to their daily lives.

Action Step 1 5

The Math SAL will provide research-based strategies for hands-on learning using real-world scenarios.

Person Responsible

Schedule

Monthly, from 10/13/2014 to 5/4/2015

Evidence of Completion

Strategies will be shared during monthly departmental PLCs.

Action Step 2 5

Math teachers will implement strategies for hands-on learning using real-world scenarios on a monthly basis.

Person Responsible

Schedule

Monthly, from 10/13/2014 to 5/4/2015

Evidence of Completion

Student work samples will be shared during monthly departmental PLCs using LASW protocols.

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

The Math SAL will facilitate job-embedded professional development on the use of research-based strategies.

Person Responsible

Schedule

Monthly, from 10/13/2014 to 5/4/2015

Evidence of Completion

Student work samples will be shared during monthly departmental PLC meetings.

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

Math teachers will analyze common assessment data during monthly departmental PLC meetings.

Person Responsible

Schedule

Monthly, from 11/3/2014 to 5/4/2015

Evidence of Completion

Common Assessment data will be charted during monthly departmental PLC meetings.

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	Technology Resource Teacher will create an online interest survey for PLC facilitators		8/18/2014	Results from survey and active participants	9/1/2014 one-time
G1.B8.S1.A1	The Reading Coach and ELA SAL will research strategies for analyzing text that are aligned to the new LAFS		9/19/2014	Strategies will be collected to design professional development for the 2nd through 4th quarters	10/17/2014 quarterly
G1.B2.S1.A1	Science teachers will create three ADI lesson plans on Nature of Science concepts to share during a department meeting.		11/11/2014	Lesson plans will be presented during the November 3rd department meeting and archives in a Science Department lesson plan binder.	one-time
G1.B4.S1.A1	The AVID teacher and Reading Coach will provide research on Bloom's Taxonomy.		10/29/2014	PD attendance will be taken and in-service points awarded.	10/29/2014 one-time
G1.B9.S1.A1	The Social Studies department will research strategies for unpacking/ understanding a prompt		10/6/2014	Strategies for unpacking/unpacking a prompt will be shared during a monthly department PLC.	10/6/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B10.S1.A1	The Math SAL will provide research-based strategies for hands-on learning using real-world scenarios.		10/13/2014	Strategies will be shared during monthly departmental PLCs.	5/4/2015 monthly
G1.B1.S1.A2	Implement a book study using "Learning By Doing: A Handbook for Professional Learning Communities at Work by Richard Dufour through grade-level PLCs. The Reading Coach will outline an appropriate protocol for PLCs to utilize during the book study. PLC leaders will facilitate and document.		10/6/2014	PLC leaders will document the book study progress through bi-weekly agendas/minutes	12/19/2014 weekly
G1.B8.S1.A2	The Reading Coach and ELA SAL will present school-wide strategies for analyzing text to the grade-level PLCs		10/7/2014	PD points will be awarded to teachers who attend the training.	4/7/2015 monthly
G1.B2.S1.A2	Science teachers will implement one ADI lesson plan on the Nature of Science concepts during the 1st through 4th quarters.		11/4/2014	Student work samples and graded essay assessments will be analyzed during quarterly department meetings.	5/1/2015 quarterly
G1.B4.S1.A2	Arts teachers will create their own content-specific note-taking tool based on Bloom's Taxonomy.		11/5/2014	Note-taking tools will be shared during a department PLC meeting and archived in a department binder.	11/5/2014 one-time
G1.B9.S1.A2	The Social Studies department will implement monthly research-based strategies for unpacking/understanding the prompt.		10/6/2014	Social Studies teachers will share lesson plans using common strategies in each grade-level.	4/7/2015 monthly
G1.B10.S1.A2	Math teachers will implement strategies for hands-on learning using real-world scenarios on a monthly basis.		10/13/2014	Student work samples will be shared during monthly departmental PLCs using LASW protocols.	5/4/2015 monthly
G1.B8.S1.A3	ELA and Reading teachers will implement strategies in their classrooms during the 2nd through 4th quarter		11/3/2014	ELA and Reading teachers will share student samples during the monthly department PLC through LASW protocols. This will be documented in the PLC minutes.	5/8/2015 biweekly
G1.B4.S1.A3	Arts teachers will implement the content-specific note-taking tool based on Bloom's Taxonomy within the Arts classroom.		11/3/2014	Atrs PLC will analyze student samples during LASW protocols.	5/4/2015 biweekly
G1.B8.S1.A4	Administration will facilitate "Learning Walks" in the ELA and Reading classrooms to allow all classroom teachers and instructional staff to observe the implementation of reading strategies.		11/3/2014	PD points will be awarded to teachers who attend the training.	5/8/2015 monthly
G1.MA1	Teacher data plans will be collected and reviewed for student progress and lesson alignment as monitored by the Assistant Principal.		10/24/2014	Formative assessment data based on data plans	5/29/2015 quarterly
G1.B1.S1.MA1	Review students' performance utilizing the Continuous Improvement Model as monitored by the Assistant Principal.		10/1/2014	Using the Electronic data wall to make instructional shifts as documented on PLC logs,	6/1/2015 quarterly
G1.B1.S1.MA1	Instructional decisions will be made in regards to remediation, reteach, and enrichment in order to see student performance progression in all subject areas as monitored by Administration.		10/1/2014	PLC minutes	5/1/2015 monthly
G1.B8.S1.MA1	The ELA and Reading department will use research-based protocols for LASW during monthly department PLCs.		11/10/2014	A binder of student worked analyzed during monthly department PLCs will be kept by the ELA SAL.	4/13/2015 monthly
G1.B8.S1.MA1	The Leadership Team will conduct Learning Walks.		11/3/2014	Observational data from Learning Walks will be analyzed during monthly Leadership Team meetings.	4/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Science teachers will participate in LASW protocols to analyze the student samples from ADI lesson plans.		12/1/2014	Science Department meeting agendas will reflect lesson plan presenters and protocol facilitators.	5/4/2015 monthly
G1.B2.S1.MA1	Administration and Instructional staff will participate in Learning Walks to gather observation data as monitored by the Assistant Principal.		11/28/2014	Classroom observations and walk through data will be collected and presented to the Science Department during monthly PLC meetings.	5/1/2015 quarterly
G1.B4.S1.MA1	Arts PLC will analyze student samples using LASW protocols during monthly Department meetings.		11/3/2014	LASW will be reflected in PLC minutes/ agendas.	5/4/2015 monthly
G1.B4.S1.MA1	Administration and the Reading Coach will provide feedback from Learning Walks and classroom observations of the use of the content-specific note-taking tools.		11/10/2014	Classroom observation walk-through forms will be collected and used to debrief during the Arts PLC.	5/1/2015 biweekly
G1.B9.S1.MA1	The Social Studies department will implement a department-wide rubric for scoring student writing assessments.		11/10/2014	Strategy effectiveness will be charted on a monthly basis based on student scores on the writing assessment which will be shared during monthly departmental PLC meetings.	4/6/2015 monthly
G1.B9.S1.MA1	The Leadership team will conduct Learning Walks to monitor strategy implementation within the Social Studies classrooms.		11/10/2014	Data from Learning Walks will be shared with all Social Studies teachers during monthly departmental PLC meetings.	3/9/2015 monthly
G1.B10.S1.MA1	Math teachers will analyze common assessment data during monthly departmental PLC meetings.		11/3/2014	Common Assessment data will be charted during monthly departmental PLC meetings.	5/4/2015 monthly
G1.B10.S1.MA1	The Math SAL will facilitate job-embedded professional development on the use of research-based strategies.		10/13/2014	Student work samples will be shared during monthly departmental PLC meetings.	5/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Student achievement will increase when students are engaged in data-driven learning tasks that are strategically designed by instructional staff to align with content area standards.

G1.B1 Inconsistency of functioning PLC's

G1.B1.S1 Develop a PD centered around PLC functionality(train the trainer model).

PD Opportunity 1

Implement a book study using "Learning By Doing: A Handbook for Professional Learning Communities at Work by Richard Dufour through grade-level PLCs. The Reading Coach will outline an appropriate protocol for PLCs to utilize during the book study. PLC leaders will facilitate and document.

Facilitator

Grade-Level PLC Leaders

Participants

All Classroom Teachers and Instructional Staff Memebrs

Schedule

Weekly, from 10/6/2014 to 12/19/2014

G1.B4 Irregular progress monitoring tools

G1.B4.S1 Arts teachers will create their own content-specific note-taking tool based on Bloom's Taxonomy to assist students in synthesizing skills/knowledge from medium to medium and subject to subject.

PD Opportunity 1

The AVID teacher and Reading Coach will provide research on Bloom's Taxonomy.

Facilitator

Reading Coach

Participants

Arts teachers

Schedule

On 10/29/2014

G1.B8 Lack of reading strategies for analyzing complex text

G1.B8.S1 Increase students' comprehension of rigorous text through the use of reading for meaning strategies in literary analysis and informational text. The Reading/ELA department will create school-wide, research-based active reading strategies.

PD Opportunity 1

The Reading Coach and ELA SAL will present school-wide strategies for analyzing text to the grade-level PLCs

Facilitator

Reading Coach and ELA SAL

Participants

Whole-School classroom teachers and instructional staff

Schedule

Monthly, from 10/7/2014 to 4/7/2015

PD Opportunity 2

Administration will facilitate "Learning Walks" in the ELA and Reading classrooms to allow all classroom teachers and instructional staff to observe the implementation of reading strategies.

Facilitator

Administration

Participants

Whole-School classroom teachers and instructional staff

Schedule

Monthly, from 11/3/2014 to 5/8/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**