

# Schmidt Elementary School



2014-15 School Improvement Plan

## Schmidt Elementary School

1250 WILLIAMS RD, Brandon, FL 33510

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

79%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

72%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

All children will learn.

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

To be anchored in Academic Excellence and Integrity

#### School Environment

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

Communication is instrumental in cultivating a supportive and caring relationship between home and school. Opportunities for our families are offered monthly that allow our families to bond with faculty and staff at various curriculum nights as well as monthly family nights held at local venues that serve as fundraisers. Our first Parent Night for our new school year is sponsored by one of our business partners that operate a neighborhood restaurant and provides an opportunity for our families to become more familiar with available technology both within the school and home.

Schmidt makes every effort in inviting and reaching out to our ELL families inviting them to specific evening events that address issues and topics that prove to be beneficial to their specific questions and needs. Past events have involved our district SERVE staff in presenting educational resources and strategies that parents can use within the home in strengthening reading and language development.

Additionally, our school-wide Positive Behavior Team conducts periodic surveys that elicit an understanding of how they may contribute as well as gauging an understanding of the effectiveness of addressing the social and emotional needs of their child(ren)

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

Through the consistent implementation and practice of Hugo Schmidt's School-Wide Positive Behavior Program every effort is made that ALL children are physically and emotionally secure on our campus. The year begins with familiarizing every member of our staff and student body with the common language of our school-wide behavior model and the common practices and measures used with maintaining a school environment that promotes emotional and physical safety for ALL our children. The PBS Team, throughout the school year, uses a well-scripted model in coaching the faculty, staff and students through a systematic process which highlights the expectations, differentiating between the various stages of behavior, the methods for intervening in the various stages of behavioral infractions and the practices of dealing with warranted referrals.

##### 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

Our Schmidt School-Wide Behavior Program provides clear guidelines and policy that direct both students and teachers in addressing behavioral concerns in every setting of the building. One of the key elements of addressing concerns is being proactively being prepared prior to issues that may



surface. And in being proactive, teachers conduct classroom discussions sharing how each child is responsible in maintaining a school environment that is free of anxiety, free of fear of personal safety and values their contributions. Additionally, teachers and staff provide opportunities for children to role-play various scenarios both within the classroom and throughout the campus setting. The PBS Support Team meets monthly allowing team members to voice specific concerns, reviews behavioral data that is captured through an online electronic Data Base, and offers ongoing feedback supporting Tier 2 and Tier 3 behavioral issues.

**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**

Schmidt uses the following School-Level Electronic Dashboard Sites:

Student Attendance is monitored with use of Education Connection Analytics and when overall attendance rate falls below 95% measures are put in place to remedy. Additionally, Social Worker monitors chronic absenteeism with 10 absent days being a critical indicator requiring intervention. Student Attendance and Tardiness is also proactively monitored by means of school-wide daily morning show and incentive measures promoting daily personal attendance, 100% classroom attendance and being on time and in seat @ 8. Incentives are used to promote each of these areas. 100% classroom attendance is tracked and class incentives are provided along with school-wide recognition with class trophy.

Probability of Literacy Success is monitored via the FAIR and levels that range below 84% PLS are targeted and MTSS-RTI measures fall into place. Children are discussed during their weekly PLCs and intervention measures beyond Core Instruction are implemented, formal documentation is initiated, tracked systematically, reviews are conducted through the remainder of the process and services requested if needed.

Tier 3 children are identified through PLCs based on teacher input, combination of informal, formal and progress monitoring measures.

FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP

BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/PLCs/Individual teachers.

CELLA: Sagebrush (IPT); ELL/PSLT Representative.

DRA-2: School generated excel database; Individual teacher.

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.

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
	K	1	2	3	4	5	
Attendance below 90 percent	14	30	23	22	16	4	109
One or more suspensions	0	0	1	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	5	1	5	23	29	63
Identified as Tier 3	2	10	8	6	1	6	33

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	4	9	2	19

**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 Tiers 2/3
  - Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
  - Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
  - Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
  - Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - Strengthen the Tier 1 (core curriculum) instruction through the:
    - o Implementation and support of PLCs
    - o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
    - o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
    - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
    - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
  - On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
  - Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
  - Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
  - Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

## Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

### **PIP Link**

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

### **Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our school counselor, PTA and PBS team maintain partnerships by reaching out to the local businesses. We use a variety of resources to contact such as emails, letters, phone calls and personal visits to the company. Each business partnership sign an agreement form confirming and securing their support. These businesses are recognized at our Parent Event Nights.

**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
Kelly, Janet	Principal

**Duties**

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

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)

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior team Representative/Behavior Specialist/Coach

(Note that not all members attend every meeting, but are invited based on the goals and purpose of 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 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, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).

- o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

- o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

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

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

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

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

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

- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
  - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
  - o Supporting PLCs with planning and delivering rigorous core instruction.
  - o Ensuring opportunities for common assessments are provided across each grade level.
  - o Reviewing common assessment data to monitor students Response to Core Instruction.
  - o Monitoring the fidelity of instructional practices.

#### Title I, Part A

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Adult Education

NA

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Tiffany Brown	Teacher
Janet Kelly	Principal
Patti Simmons	Parent
Jackie Shuster	Parent
Erin Lugo	Business/Community
Andrea Wing	Parent
Dellarine Anderson	Teacher
	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*

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

*Development of this school improvement plan*

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

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

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

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have



been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

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  
 Grade Level (K-5 and ESE) Allocated monies will be dispersed amongst grade level teams and used at their discretion for materials to support curriculum. \$1050.00 \$1050.00  
 Reading and Math Celebration Allocated monies will be used to honor students whom have met reading and math goals at the end of the year. \$500.00 \$500.00  
 SAILOR Store Monies allocated to purchase materials for store which will promote and scaffold positive behavior within the school community. Will support PBS and SAILOR Expectations. \$79.11 \$79.11  
 Paper Monies allocated will be used for paper for copying of materials in regards to SAC business.  
 1 Ream of Green Paper (\$8.16)  
 1 Case of White Copy Paper (\$28.99) \$34.09 \$34.09  
 Final Amount Spent  
 \$1663.20

**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
Kelly, Janet	Principal

**Duties**

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

Implementation and evaluation of the SIP reading goals/strategies across the content areas. 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

### **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***

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 p

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

**Strategy:** After School Program

**Minutes added to school year:** 2,880

Grade 3,4,and 5 Level 1 & 2 reading and math remediation.

**Strategy Rationale**

Target and treat students--providing additional intervention beyond the regular day, providing engaging activities, providing powerful resources...in an effort to build additional gains in reading and mathematics.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Gay, Kenneth, kenneth.gay@sdhc.k12.fl.us

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

Data is collected through running records, DRA, FAIR, and pre and post ESY assessment.

**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.

**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**

n/a

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

n/a

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

n/a

**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**

n/a

## 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.** Create a safe environment based on the school wide behavior management plan (SAILOR Expectations) where students can thrive academically and emotionally.
  
- G2.** Student achievement and student to student interaction will increase when exposed to rigorous curriculum, HOT questions, and in depth discussion.

## 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.** Create a safe environment based on the school wide behavior management plan (SAILOR Expectations) where students can thrive academically and emotionally. 1a

G042615

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	60.0

**Resources Available to Support the Goal** 2

- PBS
- faculty and staff

**Targeted Barriers to Achieving the Goal** 3

- Students (new and in/out)

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

The percentage of behavioral issues reflected in the Major/Minor reports will decrease by 10%.

**Person Responsible**

Janet Kelly

**Schedule**

Quarterly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Major/Minor Reports

**G2.** Student achievement and student to student interaction will increase when exposed to rigorous curriculum, HOT questions, and in depth discussion. 1a

G042616

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	66.0

**Resources Available to Support the Goal** 2

- Kagan Training
- Trainings (District and On-Site)
- Charlotte Danielson (EET)

**Targeted Barriers to Achieving the Goal** 3

- Lack of Teacher Knowledge

**Plan to Monitor Progress Toward G2.** 8

The percentage of students at or above proficiency level will increase on district assessments.

**Person Responsible**

Janet Kelly

**Schedule**

Monthly, from 9/30/2014 to 5/22/2015

**Evidence of Completion**

District Assessments

## 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.** Create a safe environment based on the school wide behavior management plan (SAILOR Expectations) where students can thrive academically and emotionally. **1**

 G042615

**G1.B1** Students (new and in/out) **2**

 B104037

**G1.B1.S1** School -Wide PBS Orientation and Refreshers **4**

 S115152

#### Strategy Rationale

Introduce students to Schmidt behavior expectations

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

School body will be introduced to the SAILOR Expectations at the beginning of the year. Throughout the duration of the school year, expectations will continue to be highlighted and encouraged: Guidance Counselor

#### Person Responsible

#### Schedule

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

#### Evidence of Completion

A decrease of referrals and problematic behaviors in relation to years prior.

**Action Step 2** 5

Teachers will be trained in the school's positive behavior management system: Guidance Counselor

**Person Responsible**

**Schedule**

On 8/18/2014

***Evidence of Completion***

Sign-in sheet, classroom implementation

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

A sign-in sheet will be used for teacher PD and a log/record will be kept of students who have been introduced to the SAILOR Expectations: Guidance Counselor

**Person Responsible**

**Schedule**

On 6/5/2015

***Evidence of Completion***

Sign-in sheet, Major/Minor Reports, Log

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

SAILOR Expectations will create a positive, safe, and nurturing learning environment.

**Person Responsible**

**Schedule**

Monthly, from 9/16/2014 to 5/19/2015

***Evidence of Completion***

Observations and Major/Minor Reports

**G2.** Student achievement and student to student interaction will increase when exposed to rigorous curriculum, HOT questions, and in depth discussion. 1

G042616

**G2.B4** Lack of Teacher Knowledge 2

B104042

**G2.B4.S1** Professional development and trainings presented to enhance teacher knowledge. 4

S115153

### Strategy Rationale

#### Action Step 1 5

Trainings will be offered to faculty and staff to promote an increase in rigorous instruction, HOT questioning, higher order thinking among the student body, and student to student interactions.

#### Person Responsible

Janet Kelly

#### Schedule

Quarterly, from 10/7/2014 to 5/22/2015

#### Evidence of Completion

Evidence will be apparent within teacher in-service records, sign-in sheets for DEMO Days, minutes from PLCs student data and IPDPs.

#### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

PDS Records and Sign-in Sheet

#### Person Responsible

Janet Kelly

#### Schedule

Semiannually, from 10/7/2014 to 5/22/2015

#### Evidence of Completion

PDS records

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

All teachers will utilize HOT questioning and rigor to engage and enable more student to student interaction and collaboration: Administrative Team

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Administrative Observations

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School body will be introduced to the SAILOR Expectations at the beginning of the year. Throughout the duration of the school year, expectations will continue to be highlighted and encouraged: Guidance Counselor		8/19/2014	A decrease of referrals and problematic behaviors in relation to years prior.	6/5/2015 daily
G2.B4.S1.A1	Trainings will be offered to faculty and staff to promote an increase in rigorous instruction, HOT questioning, higher order thinking among the student body, and student to student interactions.	Kelly, Janet	10/7/2014	Evidence will be apparent within teacher in-service records, sign-in sheets for DEMO Days, minutes from PLCs student data and IPDPs.	5/22/2015 quarterly
G1.B1.S1.A2	Teachers will be trained in the school's positive behavior management system: Guidance Counselor		8/11/2014	Sign-in sheet, classroom implementation	8/18/2014 one-time
G1.MA1	The percentage of behavioral issues reflected in the Major/Minor reports will decrease by 10%.	Kelly, Janet	9/1/2014	Major/Minor Reports	6/5/2015 quarterly
G1.B1.S1.MA1	SAILOR Expectations will create a positive, safe, and nurturing learning environment.		9/16/2014	Observations and Major/Minor Reports	5/19/2015 monthly
G1.B1.S1.MA1	A sign-in sheet will be used for teacher PD and a log/record will be kept of students who have been introduced to the SAILOR Expectations: Guidance Counselor		8/11/2014	Sign-in sheet, Major/Minor Reports, Log	6/5/2015 one-time
G2.MA1	The percentage of students at or above proficiency level will increase on district assessments.	Kelly, Janet	9/30/2014	District Assessments	5/22/2015 monthly
G2.B4.S1.MA1	All teachers will utilize HOT questioning and rigor to engage and enable more student to student interaction and collaboration: Administrative Team		8/19/2014	Administrative Observations	6/5/2015 weekly
G2.B4.S1.MA1	PDS Records and Sign-in Sheet	Kelly, Janet	10/7/2014	PDS records	5/22/2015 semiannually

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Create a safe environment based on the school wide behavior management plan (SAILOR Expectations) where students can thrive academically and emotionally.

**G1.B1** Students (new and in/out)

**G1.B1.S1** School -Wide PBS Orientation and Refreshers

### PD Opportunity 1

Teachers will be trained in the school's positive behavior management system: Guidance Counselor

#### Facilitator

Guidance Counselor

#### Participants

Instructional staff

#### Schedule

On 8/18/2014

**G2.** Student achievement and student to student interaction will increase when exposed to rigorous curriculum, HOT questions, and in depth discussion.

**G2.B4** Lack of Teacher Knowledge

**G2.B4.S1** Professional development and trainings presented to enhance teacher knowledge.

### PD Opportunity 1

Trainings will be offered to faculty and staff to promote an increase in rigorous instruction, HOT questioning, higher order thinking among the student body, and student to student interactions.

#### Facilitator

Administration, TIF/Power 2 Lead, and Coaches (Reading and Math)

#### Participants

faculty and staff

#### Schedule

Quarterly, from 10/7/2014 to 5/22/2015



## 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