

Boyette Springs Elementary School

10141 SEDGEBROOK DR, Riverview, FL 33569

[no web address on file]

School Demographics

| | | |
|--------------------|----------------|---------------------------------|
| School Type | Title I | Free/Reduced Price Lunch |
| Elementary | No | 54% |

| | | |
|-------------------------------|-----------------------|-----------------|
| Alternative/ESE Center | Charter School | Minority |
| No | No | 42% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
| Grade | C | B | A | 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 23 |
| Goals Summary | 23 |
| Goals Detail | 23 |
| Action Plan for Improvement | 26 |
| Appendix 1: Implementation Timeline | 30 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 31 |
| Professional Development Opportunities | 32 |
| Technical Assistance Items | 33 |
| Appendix 3: Budget to Support Goals | 0 |

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

Boyette Springs Elementary School, building a school where everyone is challenged to achieve their personal best.

Provide the school's vision statement

Boyette Springs . . . creating a community where individuals are valued and encouraged to continually explore, learn, and grow.

School Environment

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

Boyette Springs has many programs to learn about students' cultures and build relationships between teachers and students. These include: I-Care kids where 4th grade students are paired with primary teachers to help them in their classrooms before school, Boyette Buddies where teachers are paired with "at risk" or high needs students to mentor and check in with them daily, Student/Teacher conferences, Parent/Teacher conferences, PTA events to include all families at our school, Beginning of the year student surveys are filled out by parents to let teachers know more about their home life and traditions, and a student of the week is recognized by the teacher in many classrooms.

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

At Boyette Springs we create an environment where students feel safe and respected before and after school by being greeted by teachers and Patrols when they step off of the bus or out of their cars. Hallways are supervised by teachers and patrols. Character education is taught and when students are using manners with each other and teachers, they are recognized on the morning show. There is an administration presence on campus throughout the day.

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

In addition to classroom rules and expectations created by students, our school wide behavior system is taught through character education. Students are taught to respect themselves, their peers, and adults. Our lunchroom expectations are posted and students earn stars for exhibiting these behaviors on a daily basis. There is a policy in place that (with the exception of severe cases) students will have three classroom consequences with parent notifications for misbehavior before being sent to the office for administrative consequences.

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

In addition to Boyette Buddies and I-care kids (mentioned in part a) Boyette Springs also offers peer mediation. This program sets up trained 5th graders to work through problems with other students. We also have small group counseling from the guidance counselor based on students needs. All

students receive classroom guidance lessons.

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 assigning Leadership Team members to all PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

Use the problem-solving model when analyzing data:

1. What is the problem?
2. Why is it occurring?
3. What are we going to do about it?
4. Is it working?

Identify the problem (based on data sort analysis) in multiple areas – curriculum content, behavior, and attendance.

Develop and test hypotheses about why student/school problems are occurring.

Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.

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.

Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable.

Review progress monitoring data at regular intervals to determine when student(s) need more or less support, to meet established class, grade, behavior, and/or school goals.

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

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

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

DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (Math Form 1, 2, and 3, Science Pre/Post Tests): Scantron Achievement Series; Data Wall, Leadership, PLCs, Individual teachers.

FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach, PLCs

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

TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Logs

DRA-2: Individual teachers.

RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (iStation):

Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.

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

DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs.

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 | 5 | 19 | 11 | 19 | 16 | 9 | 79 |
| One or more suspensions | 0 | 0 | 2 | 1 | 1 | 2 | 6 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 5 | 1 | 9 | 15 | 13 | 43 |

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

| Indicator | Grade Level | | | | Total |
|--|-------------|---|---|---|-------|
| | 1 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 4 | 4 | 3 | 12 |

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 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 monthly. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery.
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs) 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 professional development aligned with the SIP goals
- Assist and monitor teacher use of SMART goals per unit of instruction.
- Strengthen the Tier 1 instruction through the:

Implementation and support of PLCs.

Review of core curriculum assessments (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT through PLC notes).

Use of Common Core Assessments (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT).

- 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 on core curriculum material.

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

Administration sends out a weekly Parent Link phone calls to keep parents updated on important events. We have a weekly Wednesday folder that goes home with every student so that parents can get important information and initial that they have seen it. We have a Facebook page to keep the community informed of school events. Our PTA and SAC sponsored functions to build relationships between staff and the community include dances, dinners, meetings, carnivals, and educational nights.

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

We work with local business to support educational and family nights. Our administration, staff, and PTA board members work to get the community involved in our school by explaining the importance of education and finding a way to benefit all parties involved. For example we work with Mathnasium to develop a family math night and with Chick-fil-a and other local restaurants to provide food for events. Cub scouts partner with our school to implement service projects, Kiwanis sponsors our monthly Terrific Kids program, We also work with a local veterinarian (Dr. Bob Encinosa) to create and take care of our school's Nature Preserve.

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 |
|-------------------|-----------|
| Simmons, Tamethea | Principal |

Duties

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

Problem Solving Leadership Team (PSLT) Members

The leadership team includes:

- Principal - Kelly McMillan
- Assistant Principal - Amanda Williams
- Guidance Counselor - Karen Sochor
- School Psychologist - Lindsay Ewers

- School Social Worker -
 - Reading Coach - Megan Goode
- Instructional Leadership Team Members
This leadership team includes
- Principal - Kelly McMillan
 - Assistant Principal - Amanda Williams
 - PLC Facilitators for each grade level, K-5 and specialists - Stephanie Payne, Aracelis Best, Deborah Barton, Dianna Simon, Michelle Findlay, Stefanie Ferguson, Patricia Lewkowicz
 - SAC Chairs - Danielle Murphy, Amy Wynne
 - ESE/VE Lead - Lashawn Hernandez
 - Reading Coach - Megan Goode
 - Guidance Counselor - Karen Sochor
 - School Psychologist - Lindsay Ewers

The roles and responsibilities for members of the PSLT and ILT include:

PSLT/ILT Coordinator—Principal/Assistant Principal: Coordinates and oversees the decision making process to ensure integrity and consistency of the PS/Rtl implementation at the building level. The principal attends PSLT meetings at the Tier 1 level, provides specific procedures for resource allocation, and monitors the fidelity of instruction/intervention at the school-wide and classroom levels.

PSLT/ILT Meeting Facilitator— Principal/Assistant Principal: The facilitator creates an agenda explaining what the team is expected to accomplish during the meeting. She establishes and maintains a supportive atmosphere throughout the meeting by encouraging participation from team members and clarifying/summarizing information communicated during the meeting.

ILT/PSLT Content Specialist— Administrators, Reading Coach, and VE teacher: Ensure that when new content curricular materials are obtained, teachers are adequately trained to use the materials, check fidelity of use of strategies, and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialists may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

ILT/PSLT Data Consultant— Administrators, Reading Coach, School Psychologist, ESE/VE Specialist, and Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data guides the decision making process.

ILT/PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda.

ILT Norm Checker- Because many decisions need to be made during the meeting, the norm checker should redirect the team's discussion when necessary. T

ILT/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 Instructional 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 beginning and end of each year, the school takes an inventory of resources, including materials, staff and allocation of funds for the building to determine the necessary resource materials and personnel available to meet the needs of 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. Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Supports the implementation of high quality instructional practices during core and intervention blocks.
3. Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets bi-weekly 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 administrators, guidance counselor, school psychologist, reading coach, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery, the PSLT:

- 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 quarter 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) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arranges professional development 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-Rtl Practices Rubric (found on the Rtl 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

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Danielle Murphy | Teacher |
| Amy Wynne | Teacher |
| Kelly Mcmillan | Principal |
| Julie Powers | Education Support Employee |
| Christine Sexton | Teacher |
| Dr. Bob Encinosa | Business/Community |
| Melissa Robidoux | Parent |
| Dianna Simon | Teacher |
| Michelle Findlay | Teacher |
| Yvette Sheriff | Parent |
| Julie Davis | Business/Community |
| Linda Schutheis | Parent |
| Kelly Martin | Parent |
| Carol Hudnell | Parent |
| Guiselle Coneth | Parent |
| Antonio Hawkins | 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.

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 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. 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

School Improvement funds were allocated to teachers who wrote mini grants that supported our SIP. To support our reading goal, SAC purchased \$500 worth of Kagan books, sight word/fluency readers, and letter/sound boxes.

\$800 was spent on leveled reading books to support classroom libraries.

To support our writing goal SAC purchased \$40 worth of books to model crafts and genre in writing.

To support our Math goal, SAC purchased \$100 worth of Kagan strategy books.

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 |
|------------------|---------------------|
| Williams, Amanda | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:

Principal - Kelly McMillan

Assistant Principal - Amanda Williams

Reading Coach - Megan Goode

ESE Teacher

Reading Contact - Amy Wynne

Grade Level Representatives - Danielle Murphy

The assistant principal is the LLT 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 is grounded in a shared or distributive leadership model where content teachers, the reading coach, 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:

- We cannot help all students achieve at high levels if teachers work in isolation.
- Our school will 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.

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, science, social studies, the 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).

We utilize a variety of programs designed to meet the diverse needs of our students. 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, Tivitz,, Speech Contest, myOn Reader, Battle of the Books, and Science Olympic.,

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: 12,000

Students that score level 3 and level 4 on 2014 FCAT (our bubble students) will receive additional instruction in math and reading.

Strategy Rationale

These students need additional support to continue to make gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Amanda, amanda.williams@sdhc.k12.fl.us

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

Formative Math and ELA assessments. Teachers and administration will monitor for growth to determine effectiveness of strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

SEE: HCPS Pupil Progression Plan

Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At-Risk lists, and early warning systems based on a student's need for support.

School based Spring and Summer orientation programs include: elective fairs, school visits, open houses, parent and student information meetings, magnet information sessions and district Career and College Nights.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition into 9th grade, through vertical planning sessions with feeder school departments, ESE, ELL, AVID, and magnet articulation amongst schools.

Hillsborough County Public Schools offers numerous summer camp offerings, including AVID/GAP camps, IB camps, Transition, band and athletic camps.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

District-Level

The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
- Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
- College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
- All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF

and learn about careers in various health professions.

- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.
- Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when lessons are designed so that students actively participate in rigorous tasks and activities and hold themselves accountable for their learning.

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 lessons are designed so that students actively participate in rigorous tasks and activities and hold themselves accountable for their learning. 1a

G044754

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 77.0 |
| AMO Reading - All Students | 77.0 |
| AMO Math - ELL | 61.0 |
| AMO Reading - ELL | 61.0 |
| FCAT 2.0 Science Proficiency | 53.0 |
| AMO Math - African American | 59.0 |
| Math Lowest 25% Gains | 59.0 |
| ELA/Reading Lowest 25% Gains | 74.0 |

Resources Available to Support the Goal 2

- Instructional Leadership Team
- PLCs
- Backward Planning
- Team Planning
- Global Concept Guides
- SAC purchased Kagan Books
- County Provided Resource Books
- Teacher Models
- Teacher Support of Goal
- Monday Mini Professional Development

Targeted Barriers to Achieving the Goal 3

- Resistors to Change

Plan to Monitor Progress Toward G1. 8

Administration will hold quarterly data chats with individual teachers. Data teachers have collected and data in achievement series will be discussed.

Person Responsible

Tamethea Simmons

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student data from achievement series and classroom assessments. Notes from data chats.

Plan to Monitor Progress Toward G1. 8

During administrative walk throughs it will be noted if rigor is evident in lessons. PLC notes will be monitored by the instructional leadership team to ensure rigorous lessons are being planned and that data is being monitored in PLCs.

Person Responsible

Tamethea Simmons

Schedule

Evidence of Completion

Walkthrough feedback/notes. PLC notes. ILT notes.

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 lessons are designed so that students actively participate in rigorous tasks and activities and hold themselves accountable for their learning. **1**

 G044754

G1.B1 Resistors to Change **2**

 B110228

G1.B1.S1 Professional Development for Instructional Leadership Team **4**

 S121721

Strategy Rationale

Teacher leaders need to have the knowledge to analyze data with teams and determine student needs, then plan effective instruction.

Action Step 1 **5**

Purchase material, invite members, facilitate PD, and coordinate training with NTC.

Person Responsible

Tamethea Simmons

Schedule

Every 2 Months, from 6/2/2014 to 6/5/2015

Evidence of Completion

ILT meeting agendas/notes, presentation materials

Action Step 2 5

Participation in PD, implementation of strategies

Person Responsible

Tamethea Simmons

Schedule

Monthly, from 10/13/2014 to 5/25/2015

Evidence of Completion

Agendas, meeting notes

Action Step 3 5

Participation in PD, implement strategies to lead subject area committees, share with SAC

Person Responsible

Amanda Williams

Schedule

Monthly, from 10/6/2014 to 5/26/2015

Evidence of Completion

SAC and committee meeting agendas/notes

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

Monitoring PLC logs

Person Responsible

Amanda Williams

Schedule

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

Evidence of Completion

PLC Logs

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

Provide feedback to PLCs

Person Responsible

Schedule

Evidence of Completion

Feedback forms

G1.B1.S2 PLC Reflections 4

 S121722

Strategy Rationale

PLCs need time to reflect on what they are doing well to move students forward and what they can continue to do in order to see student gains. Videotaping and reflecting on PLCs quarterly will provide time for these conversations and allow necessary changes to occur.

Action Step 1 5

Create PLC reflection, present to faculty

Person Responsible

Danielle Murphy

Schedule

Quarterly, from 4/28/2014 to 6/5/2015

Evidence of Completion

Faculty meeting agenda, reflections

Action Step 2 5

Plan and review videotaping

Person Responsible

Tamethea Simmons

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Video

Action Step 3 5

Complete pre/post reflection, participate in PLC

Person Responsible

Tamethea Simmons

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

reflections and video

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Ensure that videotaping occurs twice per year. Dates for videotaping posted on internal calendar.

Person Responsible

Tamethea Simmons

Schedule

On 11/30/2014

Evidence of Completion

Video, PLC notes, and reflections

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

ILT will use a reflection protocol to monitor the effectiveness of the implementation of strategies.

Person Responsible

Tamethea Simmons

Schedule

Semiannually, from 11/3/2014 to 5/29/2015

Evidence of Completion

Charts, reflection logs, ILT agenda/notes

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 | Purchase material, invite members, facilitate PD, and coordinate training with NTC. | Simmons, Tamethea | 6/2/2014 | ILT meeting agendas/notes, presentation materials | 6/5/2015 every-2-months |
| G1.B1.S2.A1 | Create PLC reflection, present to faculty | Murphy, Danielle | 4/28/2014 | Faculty meeting agenda, reflections | 6/5/2015 quarterly |
| G1.B1.S1.A2 | Participation in PD, implementation of strategies | Simmons, Tamethea | 10/13/2014 | Agendas, meeting notes | 5/25/2015 monthly |
| G1.B1.S2.A2 | Plan and review videotaping | Simmons, Tamethea | 10/20/2014 | Video | 6/5/2015 quarterly |
| G1.B1.S1.A3 | Participation in PD, implement strategies to lead subject area committees, share with SAC | Williams, Amanda | 10/6/2014 | SAC and committee meeting agendas/notes | 5/26/2015 monthly |
| G1.B1.S2.A3 | Complete pre/post reflection, participate in PLC | Simmons, Tamethea | 10/20/2014 | reflections and video | 6/5/2015 quarterly |
| G1.MA1 | Administration will hold quarterly data chats with individual teachers. Data teachers have collected and data in achievement series will be discussed. | Simmons, Tamethea | 9/15/2014 | Student data from achievement series and classroom assessments. Notes from data chats. | 6/5/2015 quarterly |
| G1.MA2 | During administrative walk throughs it will be noted if rigor is evident in lessons. PLC notes will be monitored by the instructional leadership team to ensure rigorous lessons are being planned and that data is being monitored in PLCs. | Simmons, Tamethea | 9/1/2014 | Walkthrough feedback/notes. PLC notes. ILT notes. | monthly |
| G1.B1.S1.MA1 | Provide feedback to PLCs | | Feedback forms | once | |
| G1.B1.S1.MA1 | Monitoring PLC logs | Williams, Amanda | 8/25/2014 | PLC Logs | 6/5/2015 weekly |
| G1.B1.S2.MA1 | ILT will use a reflection protocol to monitor the effectiveness of the implementation of strategies. | Simmons, Tamethea | 11/3/2014 | Charts, reflection logs, ILT agenda/notes | 5/29/2015 semiannually |
| G1.B1.S2.MA1 | Ensure that videotaping occurs twice per year. Dates for videotaping posted on internal calendar. | Simmons, Tamethea | 10/1/2014 | Video, PLC notes, and reflections | 11/30/2014 one-time |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase when lessons are designed so that students actively participate in rigorous tasks and activities and hold themselves accountable for their learning.

G1.B1 Resistors to Change

G1.B1.S1 Professional Development for Instructional Leadership Team

PD Opportunity 1

Purchase material, invite members, facilitate PD, and coordinate training with NTC.

Facilitator

Kelly McMillan

Participants

ILT

Schedule

Every 2 Months, from 6/2/2014 to 6/5/2015

Technical Assistance Items

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