

Rodgers Middle School



2014-15 School Improvement Plan

Rodgers Middle School

11910 TUCKER RD, Riverview, FL 33569

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

63%

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	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Work collaboratively to empower students to become a community of problem solvers and lifelong learners..

Provide the school's vision statement

To promote a learning environment that is warm, safe and caring for all.

School Environment

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

Teachers have had training on how to use data chats to improve communication with students and raise awareness of academic achievement. Teachers have also been trained on student lead conferences to improve communication among students, teachers and parents. The school also promotes events to celebrate the various cultures represented within the school. The school also has during each semester an open house where teachers meet parents to discuss their child's success.

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

Teacher provide constant supervision of hallways during transitions as well as in cafeteria area. We also have students on crime watch that patrol during school hours. We have a deputy which is very involved with students. We have an anti bullying campaign. We have conference request sheets which students can fill out to talk to administration.

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

The school has implemented a PBS which students can receive points for academic performance and citizenship. The points are used to purchase various items from the school store. The behavioral expectations are posted in every classroom and throughout the school. .

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

We have a mentoring program in place for all grade levels. We have boys group called "Gentlemen Rays" and for girls we have a STARR to promote positive behaviors. Students have the opportunity to fill out a conference request form if they need to talk to guidance or administration. We have a full-time psychologist at the school who works with students that are having difficulties. Teachers also have data chats and writing conferences with students, which helps to develop a relationship with students which in turn helps promote behavioral modifications and academic success. We have a behavioral PSLT that meets every six weeks to analyze data and identify strategies to increase positive behaviors.

Early Warning Systems

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

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

Students are considered to be at risk when they have 3 or more of the following:

More than 10 absences

More than 3 referrals

More than 3 suspensions

Prior SAT 10 score lower than 30% total (reading, math or both)

Prior FCAT below level 3 in (math, reading or both)

Academic grades more than one course failed

Quality points earned less than 2 per subject per semester (social studies, math, language arts, science)

District GPA less than 2.25

More than one prior retention

Over aged more than one and a half years

of transitions > 3 Schools enrollment current year

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	24	41	81	146
One or more suspensions	9	42	65	116
Course failure in ELA or Math	5	28	59	92
Level 1 on statewide assessment	66	64	109	239

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	17	47	94	158

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

Tier One, Two and Three interventions are in place for all students who are in need. PSRTI meets monthly with PLC's to discuss interventions that are taking place within reading and math departments. PSRTI meets monthly as a committee with teachers who have students in tier 3 interventions. PLC's meet weekly and discuss progress of students who receive tier 2 and 3 interventions. Once an intervention has taken place and the data has been presented to the PLC, the PLC can then determine if a student should stay in that intervention, move into a more intensive intervention, or get removed from RTI. Math, Reading and Behavior PSLT meets every 6 week (rotating schedule). The attendance committee meets monthly. Lunch and Learn are conducted as needed to catch up on missed assignment.

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

We have a SAC committee that meets once a month which includes parents, teachers, administrators, community leaders, and business leaders. We also have PTSA which meets once a month and holds regular events and activities for the school and community. We have an AVID program which meets once a month.

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 have spirit night at local restuarants and during special events we have local vendors come with food trucks. The boys club and STAR girls club visit various locations within the community that enhance knowledge of the community.

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
Miranda, Michael	Principal
Kastner, Kevin	Assistant Principal
Scott, Eric	Assistant Principal
Scribner, Meredith	Assistant Principal
Sabatino, Donna	SAC Member

Duties

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

The leadership team includes:

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

- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- Department Heads (High)
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior Team Representative or Behavior Specialist/Coach

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

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

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

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

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

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

• • In an effort to engage in a systematic 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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

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

Adult Education

NA

Career and Technical Education

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

Job Training

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michael Miranda, Principal	Principal
Kevin Kastner, Assistant Principal	Teacher
Donna Sabatino, SAC Chair	Teacher
Nancy Bloom, CTA Member	Teacher
Debra Burdine, AVID Teacher	Teacher
Jeannie Terry-Byrd, Student Council, Teacher	Teacher
Brenda Selner, Media Specialist	Teacher
Drisana Pollack, Parent	Parent
Don Goldstein, Business Leader	Business/Community
Rod Burkhardt, Community Leader	Business/Community
Vesta Collins	Parent
Marilyn DeJesus, PTSA President	Parent
April Briggs, Nurse	Education Support Employee
Errol Dean, Parent	Parent
Lisa Whisby, Parent	Parent
Javier Rangel, Parent	Parent
Maria Santana, Parent	Parent
Lisa Whisby, Parent	Parent
Visala Tony Tui, Parent	Parent
Cheryl Jones, Reading Coach	Teacher
Dorian Manguel, Parent	Parent
	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

Each month SAC discusses and analyze school data as it affects student achievement, and helps in the development of the SIP. Each month at the meeting we analyze and review a particular section of 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, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

Preparation of the school's annual budget and plan

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

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

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

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

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
Improve Student Achievement by rewarding for academic excellence or for being a good citizen.	Reduce the number of referrals by rewarding students for showing citizenship. Increase academic achievement by rewarding students for good grades. Positive Behavioral Support System – Purchase items for a quarterly school store for student incentives. Student receive point to cash in for store items for good behavior and academic excellence (example 30 pts for getting an A on a test)	2,000.00	
AVID Student Incentive For AVID t-shirts to reward students.		100.00	

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Kastner, Kevin	Assistant Principal
Scott, Eric	Assistant Principal
Scribner, Meredith	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- Implementation and evaluation of the SIP reading goals and strategies across content areas
- Professional Development
- Co-planning, modeling, and observation of close reading strategies within lessons across content the areas
- Data analysis
- Implementation of the K-12 Reading Plan

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

PLC's meet weekly during common conference period to analyze student data to determine trends while using the continuous improvement model. Faculty takes place in appreciation activities such as icecream socials. This summer faculty took part in USF ROPES course, to improve teamwork and relationships among faculty members.

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

We use all materials and resources provided by the district and information presented during professional development. We discuss the shift to FSA during PLC's and at faculty meetings. The ILT looks at student work to ensure it is aligned with FSA.

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at:

http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

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

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

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

Instructional Strategies

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

The school does its annual data training during pre-planning. It is then followed up by data analysis during PLC's. Then it is followed up by data chats with faculty and students. Each teacher does their own differentiated instruction as needed. MTSS/RTI is used to accommodate students who are struggling in certain subject areas. Students are placed into support classes based on FCAT scores. The school also has implemented "lunch and learn" for students who are not making progress on

pace with their peers. We do writing camps on Saturdays leading up to assessments. Some teachers also provide after-school tutoring. We also have ELP for credit recovery.

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

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

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

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

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

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

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

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

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

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

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

maintain or better enable learning for the student(s).

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

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

Strategy: Summer Program

Minutes added to school year: 1,200

Students attended summer school program 4 hours a week within that week they take 2 core curriculum classes.

Strategy Rationale

There is no research that supports failing students as an effective strategy; therefore, we give them every opportunity to recover core curriculum credit.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Scott, Eric, eric.scott@sdhc.k12.fl.us

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

Students who successfully completed the STEP program will be tracked and supported throughout the year. We will identify trends within the data in order to take a proactive approach to support all learners.

Strategy: After School Program

Minutes added to school year: 1,080

Students who failed core curriculum classes were given ELP as an opportunity to recover core curriculum credit.

Strategy Rationale

There is no research that supports failing students as an effective strategy; therefore, we give them every opportunity to recover core curriculum credit.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Scribner, Meredith, meredith.scribner@sdhc.k12.fl.us

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

Students who successfully completed the ELP program were given core curriculum credit.

Strategy: Weekend Program

Minutes added to school year: 480

Writing camp took place on four separate Saturdays from October to January.

Strategy Rationale

Data suggested an overall decrease in specific writing skills. After meeting with the DRT and PLC's we determined the best way to target the deficiencies was to have a writing camp.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Kastner, Kevin, kevin.kastner@sdhc.k12.fl.us

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

Data was collected and analyzed to determine the effectiveness and determined it was determined to be effective; therefore, it will be repeated this year.

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

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

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.

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.** On the 2013-2014 Reading portion of FCAT 2.0 47% of our students scored proficient. In the 2014-2015 Reading FSA 50% of our students will score proficient.
- G2.** On the 2013-2014 Math portion of the FCAT 2.0 47% of the students scored proficient. In the 2014-2015 FSA Math 50% of our students will score proficient.
- G3.** On the 2013-2014 School climate and perception survey 47.6% of students disagreed with the following statement: "students at this school treat each other with respect". On the 2014-2015 survey we would like to reduce this number by 10%.
- G4.** On the 2013-2014 FCAT 2.0 Reading 19% of ELL students scored satisfactory. Our goal is to have 26% of our ELL students score proficient on the FSA for 2014-2015.
- G5.** Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. On the 2013-2014 Reading portion of FCAT 2.0 47% of our students scored proficient. In the 2014-2015 Reading FSA 50% of our students will score proficient. 1a

G050362

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- Reading Coach
- Morning Show
- PSLT
- PDS
- District curriculum
- MYON
- Computer labs
- BYOD
- Media Center
- DEAR
- AVID TUTORIALS
-

Targeted Barriers to Achieving the Goal 3

- New FSA
- Off task behaviors

Plan to Monitor Progress Toward G1. 8

FAIR, Curriculum based assessments

Person Responsible

Michael Miranda

Schedule

Monthly, from 9/15/2014 to 6/8/2015

Evidence of Completion

Student data

G2. On the 2013-2014 Math portion of the FCAT 2.0 47% of the students scored proficient. In the 2014-2015 FSA Math 50% of our students will score proficient. 1a

G050361

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- Math SAL
- Math PLC
- Math PSLT
- ILT
- MORNING SHOW
- COMPUTER LABS
- SPRING BOARD
- TARGETED BELLWORK
- MATH LEAGUE
- MATH TUTORING
- AVID TUTORIALS

Targeted Barriers to Achieving the Goal 3

- Students lack fundamental skills required.
- The shift to FSA

Plan to Monitor Progress Toward G2. 8

PLC notes

Person Responsible

Schedule

On 6/8/2015

Evidence of Completion

PLC notes

G3. On the 2013-2014 School climate and perception survey 47.6% of students disagreed with the following statement: "students at this school treat each other with respect". On the 2014-2015 survey we would like to reduce this number by 10%. 1a

G049716

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Morning show
- Student engagement survey
- Student support services
- School Store
- Student Council
- Gentelman Rays
- STARR girls club
- 7 habits of highly effective teens group
- SAVE group

Targeted Barriers to Achieving the Goal 3

- Social media

Plan to Monitor Progress Toward G3. 8

School engagement survey

Person Responsible

Kevin Kastner

Schedule

On 6/8/2015

Evidence of Completion

Survey data

G4. On the 2013-2014 FCAT 2.0 Reading 19% of ELL students scored satisfactory. Our goal is to have 26% of our ELL students score proficient on the FSA for 2014-2015. 1a

G049434

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	51.0

Resources Available to Support the Goal 2

- New ELL teacher
- Reading Coach
- PLC's
- PSLT
- DRT
- Rosetta Stone
- ELL Paraprofessional

Targeted Barriers to Achieving the Goal 3

- Teacher lacks awareness of the curriculum and strategies to effectively maximize student achievement.
- ELL teacher does not have enough computers in the classroom.

Plan to Monitor Progress Toward G4. 8

FAIR scores, Curriculum based diagnostic assessments

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 11/17/2014 to 6/8/2015

Evidence of Completion

Notes from data chats with the ELL teacher

G5. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards. 1a

G045396

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

-
- Reading Coach
- DRT
- Full-time psychologist
- PBS(School Store)
- Check and Connect
- Extra Administrative Support
- Mentoring Program
- Veteran teachers

Targeted Barriers to Achieving the Goal 3

- student disinterest
- PLC Effectiveness

Plan to Monitor Progress Toward G5. 8

FAIR, Formative data, EET data, Curriculum based assessments, Demand writes, EOC

Person Responsible

Kevin Kastner

Schedule

Every 2 Months, from 9/1/2014 to 6/8/2015

Evidence of Completion

Comparative data

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. On the 2013-2014 Reading portion of FCAT 2.0 47% of our students scored proficient. In the 2014-2015 Reading FSA 50% of our students will score proficient. **1**

 G050362

G1.B1 New FSA **2**

 B126160

G1.B1.S1 Teachers becoming familiar with FSA expectations **4**

 S138439

Strategy Rationale

Teachers will need to understand the new standards and state testing requirements to effectively ensure students have the necessary skills to score in the proficient range

Action Step 1 **5**

Professional development through district and during PLC's

Person Responsible

Michael Miranda

Schedule

Weekly, from 8/25/2014 to 6/12/2015

Evidence of Completion

Inservice record, PLC notes

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

Inservice records, PLC logs

Person Responsible

Kevin Kastner

Schedule

Weekly, from 10/14/2014 to 6/8/2015

Evidence of Completion

Walkthroughs and EET data

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

FAIR data

Person Responsible

Michael Miranda


Schedule

Quarterly, from 11/24/2014 to 6/8/2015

Evidence of Completion

FAIR data

G1.B1.S2 Teachers need training on creating text dependent questions and criteria for scoring answers to text dependent questions **4**

 S138454

Strategy Rationale

Because of the shift from FCAT 2.0 to the FSA students and teachers need to learn new skill sets

Action Step 1 **5**

Add text dependent questioning to PLC agenda

Person Responsible

Michael Miranda

Schedule

Monthly, from 9/30/2014 to 6/8/2015

Evidence of Completion

PLC logs, PLC TDQ Bank

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

PLC logs TDQ rubric

Person Responsible

Michael Miranda

Schedule

Quarterly, from 10/14/2014 to 6/8/2015

Evidence of Completion

PLC logs, text dependent questions

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

Teachers will be able to independantly create thier own TDQ's

Person Responsible

Michael Miranda

Schedule

Quarterly, from 9/9/2014 to 6/8/2015

Evidence of Completion

TDQ question bank

G1.B1.S3 Teachers need training on text complexity 4

 S138455

Strategy Rationale

In order to enrich our high level students teachers need to be able to look for materials outside the curriculum or find ways to increase the rigor within the curriculum

Action Step 1 5

Professional development

Person Responsible

Michael Miranda

Schedule

Quarterly, from 11/10/2014 to 5/4/2015

Evidence of Completion

Sign in sheet and trainings

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Sign in sheet at training

Person Responsible

Michael Miranda

Schedule

Quarterly, from 11/10/2014 to 5/11/2015

Evidence of Completion

Sign in sheet

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Create a bank of complex texts

Person Responsible

Michael Miranda

Schedule

Quarterly, from 10/14/2014 to 6/8/2015

Evidence of Completion

Complex text bank

G1.B2 Off task behaviors 2

B126161

G1.B2.S1 More opportunities for students to interact and participate in cooperative learning. 4

S138076

Strategy Rationale

This will keep the academic momentum in the class moving in the appropriate direction.

Action Step 1 5

Provide positive incentives to encourage cooperative learning behaviors

Person Responsible

Eric Scott

Schedule

Quarterly, from 8/25/2014 to 6/12/2015

Evidence of Completion

Increased student engagement in cooperative groups

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B2.S2 Utilize PBS to maximize positive behavior 4

S138077

Strategy Rationale

This will provide students with an opportunity to create a culture of learning within the classroom which will extend to the school.

Action Step 1 5

Students will receive positive reinforcement for appropriate behaviors

Person Responsible

Eric Scott

Schedule

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

Evidence of Completion

School Store Points

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

School Store points awarded for positive behaviors

Person Responsible

Donna Sabatino

Schedule

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

Evidence of Completion

School store point range

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Students who receive points will be allowed to "purchase" items from school store with points

Person Responsible

Donna Sabatino

Schedule

On 6/5/2015

Evidence of Completion

School store log

G2. On the 2013-2014 Math portion of the FCAT 2.0 47% of the students scored proficient. In the 2014-2015 FSA Math 50% of our students will score proficient. 1

 G050361

G2.B1 Students lack fundamental skills required. 2

 B126720

G2.B1.S1 Targeted bellwork to reteach mathematic fundamentals. 4

 S138670

Strategy Rationale

If we give students a solid base they will be able to move forward with more complex skills.

Action Step 1 5

During PLC's look at student work to determine the targeted skill set.

Person Responsible

Schedule

Monthly, from 8/26/2014 to 6/9/2015

Evidence of Completion

PLC notes

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

PLC notes

Person Responsible

Schedule

On 6/8/2015

Evidence of Completion

PLC notes

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

Formative Assessments and Curriculum based assessments

Person Responsible


Schedule

On 6/8/2015


Evidence of Completion

Students scores

G2.B2 The shift to FSA **2**

 B126722

G2.B2.S1 Target instruction to include higher order questioning and word problems related to real world, and use strategies that include justifying and working backwards for better understanding. **4**

 S141009

Strategy Rationale

If students are familiar with questioning techniques and strategies to solve real world problems they will do better on FSA.

Action Step 1 **5**

During PLC's discuss how to incorporate strategies to improve student scores, such as differentiated instructions and HOT questioning techniques.

Person Responsible

Eric Scott

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Action Step 2 **5**

Student scores and PLC notes

Person Responsible

Eric Scott

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Data of student scores

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

During PLC discuss student data to develop strategies to target those that are struggling.

Person Responsible

Eric Scott

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

PLC notes and student data

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

During PLC target students having difficulties to give additional support.

Person Responsible

Eric Scott

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

PLC notes and student data

G3. On the 2013-2014 School climate and perception survey 47.6% of students disagreed with the following statement: "students at this school treat each other with respect". On the 2014-2015 survey we would like to reduce this number by 10%. 1

G049716

G3.B1 Social media 2

B124454

G3.B1.S1 Utilize the random acts of kindness stations at the school 4

S136357

Strategy Rationale

This will allow students to practice using kind words and saying kind things to each other

Action Step 1 5

Set up random acts of kindness stations in key locations throughout the school

Person Responsible

Schedule

Monthly, from 10/6/2014 to 6/8/2015

Evidence of Completion

The use of the stations and delivery of messages. Message chain will be created and displayed.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Message chain will be monitored monthly for growth

Person Responsible

Schedule

Monthly, from 10/13/2014 to 6/8/2015

Evidence of Completion

The ongoing growth of the chain

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student engagement survey, School Climate Survey

Person Responsible

Kevin Kastner


Schedule

Quarterly, from 10/13/2014 to 6/8/2015

Evidence of Completion

Survey data

G3.B1.S2 Student engagement survey will be given three times throughout the year. 4

 S136358

Strategy Rationale

As a faculty we will be able to better understand the thoughts and perceptions of the students during the school year

Action Step 1 5

Create engagement survey

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 10/13/2014 to 6/8/2015

Evidence of Completion

Survey

Action Step 2 5

Schedule students to take survey

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 10/13/2014 to 6/8/2015

Evidence of Completion

Schedule and email correspondence

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Survey and schedule for survey

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 10/13/2014 to 6/8/2015

Evidence of Completion

Survey results, survey schedule and email correspondence

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Survey results

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 10/13/2014 to 6/8/2015

Evidence of Completion

Survey data

G4. On the 2013-2014 FCAT 2.0 Reading 19% of ELL students scored satisfactory. Our goal is to have 26% of our ELL students score proficient on the FSA for 2014-2015. 1

G049434

G4.B1 Teacher lacks awareness of the curriculum and strategies to effectively maximize student achievement. 2

B123597

G4.B1.S1 The teacher will attend CRISS training and implement the strategies within her classes. 4

S135539

Strategy Rationale

CRISS provides the strategies needed for the teacher to engage all students in relevant learning;

Action Step 1 5

Teacher will need to enroll in the training on PDS

Person Responsible

Schedule

Evidence of Completion

Inservice record

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Inservice record will be checked

Person Responsible

Schedule

Evidence of Completion

Certificate of completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

FSA scores for ELL students

Person Responsible

Kevin Kastner

Schedule

Evidence of Completion

FSA score report

G4.B1.S2 Teacher will attend weekly PLC's and work with the reading coach for support. 4

 S135540

Strategy Rationale

At PLC's teachers share strategies, interventions, resources and data relevant to student achievement. Reading Coach will provide modeling, additional resources, current research and support.

Action Step 1 5

The teacher has been assigned to a reading PLC which correlates with her needs and conference period. The teacher will attend the PLC meeting on a weekly basis.

Person Responsible

Kevin Kastner

Schedule

Weekly, from 8/26/2014 to 6/8/2015

Evidence of Completion

PLC notes and sign in sheet

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The PLC will be attended by the reading coach and assistant principal.

Person Responsible

Schedule

Weekly, from 8/26/2014 to 6/8/2015

Evidence of Completion

PLC notes and sign in sheet

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

EET data and classroom walkthroughs by the reading coach

Person Responsible


Schedule

Monthly, from 10/20/2014 to 6/8/2015

Evidence of Completion

Student data, walkthrough form, EET rating

G4.B2 ELL teacher does not have enough computers in the classroom. 2

 B123599

G4.B2.S1 ELL will use the computer lab in the media center. 4

 S135562

Strategy Rationale

By using the media center computer lab all students will have access to district purchased resources and internet resources.

Action Step 1 5

The teacher will coordinate with the media specialist to gain access to the computer lab

Person Responsible

Kevin Kastner

Schedule

Biweekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Computer lab sign in

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Computer lab use

Person Responsible

Schedule

Quarterly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Sign in sheet

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Computers will be kept in working order. Ms. Selner will check the sign in sheet quarterly to ensure the class is utilizing the lab.

Person Responsible

Schedule

Biweekly, from 10/20/2014 to 6/1/2015


Evidence of Completion

Sign in sheet


G5. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards. 1

 G045396

G5.B4 student disinterest 2

 B112086

G5.B4.S2 Learning Walks 4

 S140876

Strategy Rationale

By watching other teachers teach using best practices the faculty will be able to improve the quality of instruction and increase engagement

Action Step 1 5

Schedule learning walks

Person Responsible

Kevin Kastner

Schedule

Every 2 Months, from 9/8/2014 to 4/6/2015

Evidence of Completion

Learning walk observation summary

Plan to Monitor Fidelity of Implementation of G5.B4.S2 6

Learning walk

Person Responsible

Kevin Kastner

Schedule

Every 2 Months, from 9/8/2014 to 4/6/2015

Evidence of Completion

Learning walk observation sheet

Plan to Monitor Effectiveness of Implementation of G5.B4.S2 7

EET data

Person Responsible

Kevin Kastner

Schedule

Semiannually, from 12/1/2014 to 6/8/2015


Evidence of Completion

EET ratings

G5.B5 PLC Effectiveness 2

 B112087

G5.B5.S1 PLC training 4

 S123463

Strategy Rationale

Teachers will become more productive PLC members when they clearly understand the purpose of the PLC and utilize time more effectively during the meeting

Action Step 1 5

PLC training

Person Responsible

Kevin Kastner

Schedule

On 8/15/2014

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B5.S1 6

Sign in sheet

Person Responsible

Kevin Kastner

Schedule

On 8/15/2014

Evidence of Completion

Training materials

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 7

FAIR, Formative data, EET data, Curriculum based assessments, Demand writes, EOC

Person Responsible

Kevin Kastner


Schedule

Every 2 Months, from 9/1/2014 to 6/8/2015

Evidence of Completion

Results from assessments

G5.B5.S2 Instructional support for content areas during PLC's 4

 S123464

Strategy Rationale

Teachers will have access to administrators and district resource at PLC meetings to allow for more efficient communication and problem solving

Action Step 1 5

Provide quarterly instructional support during PLC's

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 9/22/2014 to 6/8/2015

Evidence of Completion

PLC logs, Attendance

Plan to Monitor Fidelity of Implementation of G5.B5.S2 6

PLC notes

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 9/15/2014 to 6/8/2015

Evidence of Completion

PLC notes, Attendance

Plan to Monitor Effectiveness of Implementation of G5.B5.S2 7

EET Data

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 9/15/2014 to 6/8/2015

Evidence of Completion

EET ratings 3c

G5.B5.S3 PLC Binders 4

 S123465

Strategy Rationale

PLC binders will contain resources for teachers to access during the meeting including PLC notes from past meetings

Action Step 1 5

Provide PLC's with resource binders

Person Responsible

Kevin Kastner

Schedule

Daily, from 8/15/2014 to 6/8/2015

Evidence of Completion

PLC binder

Plan to Monitor Fidelity of Implementation of G5.B5.S3 6

PLC binders

Person Responsible

Kevin Kastner

Schedule

Weekly, from 8/15/2014 to 6/8/2015

Evidence of Completion

PLC logs

Plan to Monitor Effectiveness of Implementation of G5.B5.S3 7

PLC logs

Person Responsible

Kevin Kastner


Schedule

Weekly, from 8/15/2014 to 6/8/2015

Evidence of Completion

PLC binders and notes

G5.B5.S4 PSRTI support for PLC's 4

 S123466

Strategy Rationale

The PSRTI team will support teachers in Math and Reading RTI interventions and assist with problem solving

Action Step 1 5

Provide RTI support during PLC meetings

Person Responsible

Kevin Kastner

Schedule

Quarterly, from 8/18/2014 to 6/8/2015

Evidence of Completion

PLC logs

Plan to Monitor Fidelity of Implementation of G5.B5.S4 6

Tier 2 and tier 3 problem solving forms

Person Responsible

Kevin Kastner

Schedule

Every 6 Weeks, from 9/8/2014 to 6/1/2015

Evidence of Completion

PLC notes and problem solving forms

Plan to Monitor Effectiveness of Implementation of G5.B5.S4 7

Problem solving forms

Person Responsible

Kevin Kastner

Schedule

Every 6 Weeks, from 8/25/2014 to 5/25/2015

Evidence of Completion

problem solving forms

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
G5.B5.S1.A1	PLC training	Kastner, Kevin	8/15/2014	sign in sheets	8/15/2014 one-time
G5.B5.S2.A1	Provide quarterly instructional support during PLC's	Kastner, Kevin	9/22/2014	PLC logs, Attendance	6/8/2015 quarterly
G5.B5.S3.A1	Provide PLC's with resource binders	Kastner, Kevin	8/15/2014	PLC binder	6/8/2015 daily
G5.B5.S4.A1	Provide RTI support during PLC meetings	Kastner, Kevin	8/18/2014	PLC logs	6/8/2015 quarterly
G4.B2.S1.A1	The teacher will coordinate with the media specialist to gain access to the computer lab	Kastner, Kevin	10/20/2014	Computer lab sign in	6/1/2015 biweekly
G4.B1.S1.A1	Teacher will need to enroll in the training on PDS		10/2/2014	Inservice record	one-time
G4.B1.S2.A1	The teacher has been assigned to a reading PLC which correlates with her needs and conference period. The	Kastner, Kevin	8/26/2014	PLC notes and sign in sheet	6/8/2015 weekly

Hillsborough - 3771 - Rodgers Middle School - 2014-15 SIP

Rodgers Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teacher will attend the PLC meeting on a weekly basis.				
G3.B1.S1.A1	Set up random acts of kindness stations in key locations throughout the school		10/6/2014	The use of the stations and delivery of messages. Message chain will be created and displayed.	6/8/2015 monthly
G3.B1.S2.A1	Create engagement survey	Kastner, Kevin	10/13/2014	Survey	6/8/2015 quarterly
G1.B2.S2.A1	Students will receive positive reinforcement for appropriate behaviors	Scott, Eric	8/25/2014	School Store Points	6/5/2015 quarterly
G1.B2.S1.A1	Provide positive incentives to encourage cooperative learning behaviors	Scott, Eric	8/25/2014	Increased student engagement in cooperative groups	6/12/2015 quarterly
G1.B1.S1.A1	Professional development through district and during PLC's	Miranda, Michael	8/25/2014	Inservice record, PLC notes	6/12/2015 weekly
G1.B1.S2.A1	Add text dependent questioning to PLC agenda	Miranda, Michael	9/30/2014	PLC logs, PLC TDQ Bank	6/8/2015 monthly
G1.B1.S3.A1	Professional development	Miranda, Michael	11/10/2014	Sign in sheet and trainings	5/4/2015 quarterly
G2.B1.S1.A1	During PLC's look at student work to determine the targeted skill set.		8/26/2014	PLC notes	6/9/2015 monthly
G5.B4.S2.A1	Schedule learning walks	Kastner, Kevin	9/8/2014	Learning walk observation summary	4/6/2015 every-2-months
G2.B2.S1.A1	During PLC's discuss how to incorporate strategies to improve student scores, such as differentiated instructions and HOT questioning techniques.	Scott, Eric	8/26/2014		5/26/2015 monthly
G3.B1.S2.A2	Schedule students to take survey	Kastner, Kevin	10/13/2014	Schedule and email correspondence	6/8/2015 quarterly
G2.B2.S1.A2	Student scores and PLC notes	Scott, Eric	8/26/2014	Data of student scores	5/26/2015 monthly
G1.MA1	FAIR, Curriculum based assessments	Miranda, Michael	9/15/2014	Student data	6/8/2015 monthly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	FAIR data	Miranda, Michael	11/24/2014	FAIR data	6/8/2015 quarterly
G1.B1.S1.MA1	Inservice records, PLC logs	Kastner, Kevin	10/14/2014	Walkthroughs and EET data	6/8/2015 weekly
G1.B2.S2.MA1	Students who receive points will be allowed to "purchase" items from school store with points	Sabatino, Donna	8/25/2014	School store log	6/5/2015 one-time
G1.B2.S2.MA1	School Store points awarded for positive behaviors	Sabatino, Donna	8/25/2014	School store point range	6/5/2015 quarterly
G1.B1.S2.MA1	Teachers will be able to independantly create thier own TDQ's	Miranda, Michael	9/9/2014	TDQ question bank	6/8/2015 quarterly
G1.B1.S2.MA1	PLC logs TDQ rubric	Miranda, Michael	10/14/2014	PLC logs, text dependent questions	6/8/2015 quarterly
G1.B1.S3.MA1	Create a bank of complex texts	Miranda, Michael	10/14/2014	Complex text bank	6/8/2015 quarterly
G1.B1.S3.MA1	Sign in sheet at training	Miranda, Michael	11/10/2014	Sign in sheet	5/11/2015 quarterly
G2.MA1	PLC notes		8/26/2014	PLC notes	6/8/2015 one-time
G2.B1.S1.MA1	Formative Assessments and Curriculum based assessments		8/26/2014	Students scores	6/8/2015 one-time

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Rodgers Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	PLC notes		8/26/2014	PLC notes	6/8/2015 one-time
G2.B2.S1.MA1	During PLC target students having difficulties to give additional support.	Scott, Eric	8/26/2014	PLC notes and student data	5/26/2015 monthly
G2.B2.S1.MA1	During PLC discuss student data to develop strategies to target those that are struggling.	Scott, Eric	8/26/2014	PLC notes and student data	5/26/2015 monthly
G3.MA1	School engagement survey	Kastner, Kevin	6/8/2015	Survey data	6/8/2015 one-time
G3.B1.S1.MA1	Student engagement survey, School Climate Survey	Kastner, Kevin	10/13/2014	Survey data	6/8/2015 quarterly
G3.B1.S1.MA1	Message chain will be monitored monthly for growth		10/13/2014	The ongoing growth of the chain	6/8/2015 monthly
G3.B1.S2.MA1	Survey results	Kastner, Kevin	10/13/2014	Survey data	6/8/2015 quarterly
G3.B1.S2.MA1	Survey and schedule for survey	Kastner, Kevin	10/13/2014	Survey results, survey schedule and email correspondence	6/8/2015 quarterly
G4.MA1	FAIR scores, Curriculum based diagnostic assessments	Kastner, Kevin	11/17/2014	Notes from data chats with the ELL teacher	6/8/2015 quarterly
G4.B1.S1.MA1	FSA scores for ELL students	Kastner, Kevin	6/9/2015	FSA score report	one-time
G4.B1.S1.MA1	Inservice record will be checked		3/9/2015	Certificate of completion	one-time
G4.B2.S1.MA1	Computers will be kept in working order. Ms. Selner will check the sign in sheet quarterly to ensure the class is utilizing the lab.		10/20/2014	Sign in sheet	6/1/2015 biweekly
G4.B2.S1.MA1	Computer lab use		10/20/2014	Sign in sheet	6/1/2015 quarterly
G4.B1.S2.MA1	EET data and classroom walkthroughs by the reading coach		10/20/2014	Student data, walkthrough form, EET rating	6/8/2015 monthly
G4.B1.S2.MA1	The PLC will be attended by the reading coach and assistant principal.		8/26/2014	PLC notes and sign in sheet	6/8/2015 weekly
G5.MA1	FAIR, Formative data, EET data, Curriculum based assessments, Demand writes, EOC	Kastner, Kevin	9/1/2014	Comparative data	6/8/2015 every-2-months
G5.B5.S1.MA1	FAIR, Formative data, EET data, Curriculum based assessments, Demand writes, EOC	Kastner, Kevin	9/1/2014	Results from assessments	6/8/2015 every-2-months
G5.B5.S1.MA1	Sign in sheet	Kastner, Kevin	8/15/2014	Training materials	8/15/2014 one-time
G5.B5.S2.MA1	EET Data	Kastner, Kevin	9/15/2014	EET ratings 3c	6/8/2015 quarterly
G5.B5.S2.MA1	PLC notes	Kastner, Kevin	9/15/2014	PLC notes, Attendance	6/8/2015 quarterly
G5.B4.S2.MA1	EET data	Kastner, Kevin	12/1/2014	EET ratings	6/8/2015 semiannually
G5.B4.S2.MA1	Learning walk	Kastner, Kevin	9/8/2014	Learning walk observation sheet	4/6/2015 every-2-months
G5.B5.S3.MA1	PLC logs	Kastner, Kevin	8/15/2014	PLC binders and notes	6/8/2015 weekly
G5.B5.S3.MA1	PLC binders	Kastner, Kevin	8/15/2014	PLC logs	6/8/2015 weekly
G5.B5.S4.MA1	Problem solving forms	Kastner, Kevin	8/25/2014	problem solving forms	5/25/2015 every-6-weeks
G5.B5.S4.MA1	Tier 2 and tier 3 problem solving forms	Kastner, Kevin	9/8/2014	PLC notes and problem solving forms	6/1/2015 every-6-weeks

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. On the 2013-2014 Reading portion of FCAT 2.0 47% of our students scored proficient. In the 2014-2015 Reading FSA 50% of our students will score proficient.

G1.B1 New FSA

G1.B1.S1 Teachers becoming familiar with FSA expectations

PD Opportunity 1

Professional development through district and during PLC's

Facilitator

Cheryl Jones

Participants

Reading team

Schedule

Weekly, from 8/25/2014 to 6/12/2015

G1.B1.S2 Teachers need training on creating text dependent questions and criteria for scoring answers to text dependent questions

PD Opportunity 1

Add text dependent questioning to PLC agenda

Facilitator

Cheryl Jones

Participants

Reading Department

Schedule

Monthly, from 9/30/2014 to 6/8/2015

G1.B1.S3 Teachers need training on text complexity

PD Opportunity 1

Professional development

Facilitator

Cheryl Jones

Participants

Reading Department

Schedule

Quarterly, from 11/10/2014 to 5/4/2015

G1.B2 Off task behaviors

G1.B2.S1 More opportunities for students to interact and participate in cooperative learning.

PD Opportunity 1

Provide positive incentives to encourage cooperative learning behaviors

Facilitator

Eric Scott

Participants

Instructional Leadership Team

Schedule

Quarterly, from 8/25/2014 to 6/12/2015

G4. On the 2013-2014 FCAT 2.0 Reading 19% of ELL students scored satisfactory. Our goal is to have 26% of our ELL students score proficient on the FSA for 2014-2015.

G4.B1 Teacher lacks awareness of the curriculum and strategies to effectively maximize student achievement.

G4.B1.S1 The teacher will attend CRISS training and implement the strategies within her classes.

PD Opportunity 1

Teacher will need to enroll in the training on PDS

Facilitator

District Professional Development Office

Participants

ELL Teacher

Schedule

G5. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards.

G5.B4 student disinterest

G5.B4.S2 Learning Walks

PD Opportunity 1

Schedule learning walks

Facilitator

Kevin Kastner

Participants

Whole staff

Schedule

Every 2 Months, from 9/8/2014 to 4/6/2015

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