Steinbrenner High School

2014-15 School Improvement Plan

Steinbrenner High School

5575 W LUTZ LAKE FERN RD, Lutz, FL 33558

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	22%

Alternative/ESE Center	Charter School	Minority
No	No	35%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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

Steinbrenner High School will be among the top
performing high schools in Florida

Provide the school's vision statement

Steinbrenner High School will provide a rigorous course of study for students served in all programs

School Environment

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

Biweekly Professional Learning Communities are held within departments by subject area allowing teachers to communicate directly about specific students.The school provides opportunities for teachers to interact with students outside of their classroom. Extracurricular activities, particularly clubs, allow groups of students to share experiences with sponsors who share similar interests. Community Service from these clubs and other organizations provides students with the opportunity to build relationships within their organizations and the broader community. The school focuses on School Board recognized monthly celebrations such as Hispanic Heritage month and Black History month.

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

Each staff member at Steinbrenner High School recognizes his or her responsibility to provide safety and security to all students. A culture of mutual respect between faculty, staff and students has been created and maintained by openness and availability. Our teachers, administrators and deputy all work together to create this security by being visible throughout the entire school day. Every staff member has a supervisory duty. Supervision and visibility throughout the day is a crucial step in creating a safe school environment.

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

Steinbrenner High School's administration and faculty has established an individualized Classroom Management and Discipline Plan (CMDP) that provides teachers a step by step process to minimize classroom distractions. Ongoing professional development is conducted throughout the year. Administration also conducts classroom visits to all freshmen classes in addition to school wide assemblies to prepare and educate students on our school wide behavior expectations and policies.

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

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher

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

Early Warning Systems

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

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

Early warning indicators include:
Attendance (5 or more absences of any type per grading period)
One or more suspension (in or out of school)
Excessive tardies (5 or more per grading period)
ELA/Math course failure
Level 1 FCAT score
Early warning system data can come from the following sources:
**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.
FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.
BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/ PLCs/Individual teachers.

DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.

SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/ Individual teachers.

FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.

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

TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.

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

**Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.

ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.

FAIR OPM: School generated excel database; Leadership Team/Reading Coach.

ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.

CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.

RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.

**Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.

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

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

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	31	51	59	59	200
One or more suspensions	23	25	32	26	106
Course failure in ELA or Math	7	16	18	1	42
Level 1 on statewide assessment	43	30	29	14	116

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	91	69	128	145	433

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.

2. Support the implementation of high quality instructional practices at the core and intervention/ enrichment (Tiers 2/3) levels.

3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

• Create, manage and update the school resource map

• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.

• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3

• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.

• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)

• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

• Strengthen the Tier 1 (core curriculum) instruction through the:

o Implementation and support of PLCs

o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)

o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.

• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.

• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.

• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.

• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The school hosts a number of events before and during the school year. These events serve to welcome new and returning families and are focused on both academic as well as social topics. Meetings sponsored by the school and it's parent organizations provide families with the tools needed to be successful and the opportunity to be active in a variety of groups during their high school years.

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 organizations that have offered to support our school in a variety of ways. The administration and its leadership team have met with key people in the organizations to create a list of volunteer opportunities. Our plan is to communicate through emails, phones calls, and meetings in order to develop meaningful projects to support our school and increase student achievement.

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
King, Kelly	Principal
Watson, Mark	Assistant Principal
Henderson, Edward	Assistant Principal
Gerhardt, Ben	Assistant Principal
Clemmons, Holly	Assistant Principal
Maddox, Deon	Assistant Principal

Duties

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

Middle/High PSLT Members
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)
Elementary/Middle/High
The examples below demonstrate the shared roles and responsibilities for members of the PSLT:
PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)
PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.
PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.
PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.
PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.
PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did

not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

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

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

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Lindsey Snellgrove	Student
Kelly King	Principal
Cynthia Lamb	Parent
Dan Hartung	Teacher
Melinda Sheer	Parent
Kathy Syron	Teacher
Mark Snellgrove	Business/Community
Amber Seay	Teacher
Susanne Powell	Teacher
Brenda Leach	Teacher

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, 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

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.

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
Barbara, Helen	Teacher, K-12
Schneider, Yvette	Teacher, K-12
Cooper, Ana	Teacher, K-12
Hunter, Stephaie	Teacher, K-12
Hartung, Daniel	Teacher, K-12
Patterson, Teresa	Teacher, K-12
Vona, John	Teacher, K-12
Syron, Kathy	Teacher, K-12
Flaskamp, James	Teacher, K-12
Wormington, Christina	Teacher, K-12
Short, Janice	Teacher, K-12
Wilson, Leah	Teacher, K-12
Scruggs, Tammy	Teacher, K-12
Wannos, Anna	Instructional Coach
Dillon, Jennifer	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:
Principal
Assistant Principal
Reading Coach/Resource Teacher
ESE Teacher
ELL Representative
Grade Level Representatives
The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.
The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

Public and Collaborative Teaching

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

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

The school coordinates Professional Learning Communities and provides administrative support for PLC's.
The school provides common planning time for departments within the master schedule.
The school develops professional development opportunities relevant to the needs of its faculty.

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

The school's teachers attend district provided content area training prior to the start of the school year. Ongoing professional development is provided by the district for teachers as well. Regularly scheduled Professional Learning Communities as well as common planning time built in to the master schedule provide teachers with opportunities to collaborate within departments and content specific subjects. This collaboration includes a wide range of topics from curriculum guides and lesson pacing, to test item analysis and student performance.

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

Student performance data is used in the placement of students in to courses during programming. Ongoing formative assessments provide teachers with data to use in Professional Learning Communities when establishing a response to student progress, modifying long-term plans, and making adjustments to instructional practices and strategies.

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: 3,120

Students are provided time to meet with teachers during the Extended Learning Program after school in a variety of academic courses on a needs basis.

Strategy Rationale

Students can make use of ELP to prepare for course work, review materials and concepts, and focus on specific learning needs in a small group setting.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Watson, Mark, mark.watson@sdhc.k12.fl.us

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

Student participation is monitored on a weekly basis by subject area and teacher.

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

There are a variety of programs in place at the school for the transition of new students. The Freshmen transition program invites incoming ninth graders to participate in a week long program during the summer. The summer GAP program also gives incoming AVID students an opportunity to participate in a week long summer camp. The school's New Student Orientation, Open House, Junior Night, Curriculum Night, and Senior Night all serve to provide students and families with the information and services they need during the course of their four years in high school.

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

The school hosts a Senior Night bringing in representatives from State Universities, Community Colleges, Private Universities, and Career and Technical Centers to speak and meet with parents. The school also host military recruiters during student lunches in the cafeteria. The College and Career Coordinator hosts college recruiters throughout the year and coordinates the administration of the ASVAB. The school also promotes "College Shirt Thursdays", college awareness week, and coordinates a free SAT in the school day for all juniors.

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

The school offers a variety of CTE courses including administrative office technology, agriculture, business technology, culinary arts, JROTC, medical skills, and sports marketing. Industry Certifications currently being completed include Adobe Premier, Adobe Photoshop, Adobe Dreamweaver, Microsoft Word, Microsoft Excel, Microsoft Powerpoint, Serve Safe, and Pro Start.

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

The school's Career and Technical Education is supported by requiring students to take a technology course upon entry in to high school. The school's Kinsman Academy also serves as a four year completion program for students who choose to specialize in a CTE field. The school also promotes industry certifications for students through its CTE courses.

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

Senior Night- All seniors are encouraged to attend senior night, where they receive their senior handbook and the counselors share valuable information about their 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.
College Visits- Various college representatives visit Steinbrenner 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.
Students have the opportunity to visit our Career Center and work with the College and Career Counselor or other staff members on a variety of resources to help them learn more about their own interests and their potential in certain areas.
Guidance counselors work with students toward future goals to include post-secondary education and career planning.
AVID- The curriculum is based on rigorous standards driven by W.I.C.O.R. Method (writing, inquiry,

collaboration, organization) and it supports higher order thinking. AVID elective teachers also work with guidance to guide students through the college application process.

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. Increase rigor and student engagement in the classroom to increase learning gains for all students.

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. Increase rigor and student engagement in the classroom to increase learning gains for all students. `1a`

`G050325`

Targets Supported `1b`

Indicator	Annual Target
College Readiness Mathematics	80.0
4-Year Grad Rate (Standard Diploma)	93.5
Advanced coursework completion - H.S.	55.0

Resources Available to Support the Goal `2`

- Professional Learning Communities
- Common Planning Time
- Content Specific Training
- Demo Classes and Learning Walks

Targeted Barriers to Achieving the Goal `3`

- Access to job-embedded training
- Coordination of PLC's

Plan to Monitor Progress Toward G1. `8`

Teacher participation data as observers and demonstrators will be collected and scheduling will be modified as needed based on teacher evaluation data.

Person Responsible

Mark Watson

Schedule

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

Evidence of Completion

Learning walks will be incorporated in "Next Steps" professional development based on teacher evaluation data and focus on survey 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. Increase rigor and student engagement in the classroom to increase learning gains for all students. [1]

🔑 G050325

G1.B1 Access to job-embedded training [2]

🔑 B126052

G1.B1.S1 Create a system of learning walks that enables teachers to engage in professional development during the school day and throughout the the school year. [4]

🔑 S137967

Strategy Rationale

A plan that is well developed with structure will be more effective and easier to implement.

Action Step 1 [5]

A series of "learning walks" will be scheduled and guided throughout the school year for teachers to focus on specific strategies and components of teacher evaluation.

Person Responsible

Mark Watson

Schedule

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

Evidence of Completion

School designed data gathering documents will be completed during each learning walk and a master schedule of participants and demonstrators will be maintained.

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

The status and participation of the learning walks will be monitored and reviewed by administrators.

Person Responsible

Mark Watson

Schedule

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

Evidence of Completion

Review will take place in administrative staff meetings and feedback front teachers.

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

The effectiveness of the learning walks will be measured by teacher feedback, participation, and reviewed by administrators.

Person Responsible

Mark Watson

Schedule

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

Evidence of Completion

Data gathering sheets focusing on specific strategies and evaluation components from each learning walk will be be collected following a post-observation debrief.

G1.B2 Coordination of PLC's 2

🔑 B126053

G1.B2.S1 Professional Learning Communities will meet consistently and serve as student centered collaborative opportunities for teachers. 4

🔑 S138015

Strategy Rationale

Fully developed strategies and expectations for effective PLC's will result in teacher collaboration that improves student learning.

Action Step 1 5

Content specific teams of teachers will meet monthly to review student performance, lesson effectiveness and pacing, mastery of concepts, and test item analysis feedback on common formative assessments..

Person Responsible

Mark Watson

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

PLC teams will complete monthly PLC logs. Administrators will participate in PLC meetings.

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

Administrators will be assigned to content specific PLC's.

Person Responsible

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

A PLC schedule for teachers, guidance counselors, and administrators will be established delineating specific subjects within departments.

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

PLC reviews will take place within department head meetings as well as administrative staff meetings.

Person Responsible

Mark Watson

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

PLC logs will be maintained throughout the year.

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	A series of "learning walks" will be scheduled and guided throughout the school year for teachers to focus on specific strategies and components of teacher evaluation.	Watson, Mark	10/6/2014	School designed data gathering documents will be completed during each learning walk and a master schedule of participants and demonstrators will be maintained.	6/5/2015 monthly
G1.B2.S1.A1	Content specific teams of teachers will meet monthly to review student performance, lesson effectiveness and pacing, mastery of concepts, and test item analysis feedback on common formative assessments..	Watson, Mark	9/2/2014	PLC teams will complete monthly PLC logs. Administrators will participate in PLC meetings.	6/5/2015 biweekly
G1.MA1	Teacher participation data as observers and demonstrators will be collected and scheduling will be modified as needed based on teacher evaluation data.	Watson, Mark	10/6/2014	Learning walks will be incorporated in "Next Steps" professional development based on teacher evaluation data and focus on survey data.	6/5/2015 monthly
G1.B1.S1.MA1	The effectiveness of the learning walks will be measured by teacher feedback, participation, and reviewed by administrators.	Watson, Mark	10/6/2014	Data gathering sheets focusing on specific strategies and evaluation components from each learning walk will be be collected following a post-observation debrief.	6/5/2015 monthly
G1.B1.S1.MA1	The status and participation of the learning walks will be monitored and reviewed by administrators.	Watson, Mark	10/6/2014	Review will take place in administrative staff meetings and feedback front teachers.	6/5/2015 monthly
G1.B2.S1.MA1	PLC reviews will take place within department head meetings as well as administrative staff meetings.	Watson, Mark	9/2/2014	PLC logs will be maintained throughout the year.	6/5/2015 monthly
G1.B2.S1.MA1	Administrators will be assigned to content specific PLC's.		9/2/2014	A PLC schedule for teachers, guidance counselors, and administrators will be established delineating specific subjects within departments.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase rigor and student engagement in the classroom to increase learning gains for all students.

G1.B1 Access to job-embedded training

G1.B1.S1 Create a system of learning walks that enables teachers to engage in professional development during the school day and throughout the the school year.

PD Opportunity 1

A series of "learning walks" will be scheduled and guided throughout the school year for teachers to focus on specific strategies and components of teacher evaluation.

Facilitator

Holly Clemmons

Participants

Teachers and administrators

Schedule

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

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**