

# Strawberry Crest High School



2014-15 School Improvement Plan

## Strawberry Crest High School

4691 GALLAGHER RD, Dover, FL 33527

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

50%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

50%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>32</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	34
Technical Assistance Items	36
<b>Appendix 3: Budget to Support Goals</b>	<b>37</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To become the district's leader in developing successful students.

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

To Create Responsible Empowered Scholars for Tomorrow (CREST)

#### School Environment

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

The school brings students together with faculty and staff before they even begin attending Strawberry Crest High School through the Ninth Grade Transition program (2 Saturdays) and GAP Camp (4 mornings/16 hours) for in-coming freshmen. SCHS has built strong relationships within the community members through the Agricultural/FFA program, IB Partnerships, local businesses & service organizations and our Migrant Advocacy program. In addition, new teachers to SCHS participate in a local 'school-kick-off' sponsored by the Plant City Chamber of Commerce.

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

The school creates an environment where students feel safe and respected through our administrative team's approach to leading our school. Our administrator's have 100% visibility before, during and after school. Whether it's directing traffic to get students safely to and from school, to supervising the lunch areas, to the bus ramp; staying with kids until the last child is picked up - our administrators are present. Safety through supervision is a priority at SCHS. In addition to our administrative team, our teachers provide supervision during their conference periods and at their doors during passing times.

##### **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**

During the first week of school, all students were given an orientation through their English class where they received a copy of the student handbook and a Strawberry Crest handbook highlights. Expectations and procedures were outlines and discussed. These topics included: tardy policy, cell phone (BYOD) policy, zero tolerance offenses,

##### **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**

During the first week of school, all students were given an orientation through their English class where the school psychologist, guidance counselors, school resource deputy, and the administrative staff welcomed the students and introduced themselves.

#### 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**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension  
 One or more suspensions, whether in school or out of school  
 Course failure in English Language Arts or mathematics  
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics  
 Overage

**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	66	68	83	84	301
One or more suspensions	67	59	95	60	281
Course failure in ELA or Math	14	131	136	79	360
Level 1 on statewide assessment	107	124	109	29	369

*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	56	103	116	69	344

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

- \*Meet with students and parents before the beginning of school to develop a plan
- \*Meet with students who had multiple F's on the final report card of 2013-2014
- \*Attendance committee meets monthly to review and tracks students who fall below 90 percent. Committee includes Assistant Principal, Social Worker, Guidance Counselor, and faculty members.
- \*Utilize discipline interventions (work detail) before assigning In-School or Out-of-School Suspension.

**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 communicates with students and parents, encouraging participation and awareness in programs, through a variety of ways, such as: Ninth Grade Transition Days (2), GAP Camp, FFA Dinner Nights, Athletic Booster, Band Booster, PTSA, Migrant Advocate Program, AVID, ParentLink, SCHS website, Edsby, Parent Nights, Conference Nights, Absence/Attendance calls, etc....

**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**

Strawberry Crest High School cultivates relationships within the community by inviting members of the community to participate & collaborate through a variety of programs; such as: The School Advisory Committee, Great American Teach In, PTSA, Athletic Booster, Band Booster, Student Success Coach, IB Parent Partnership, our many academic & service clubs, etc... Our community has embraced SCHS and continues to provide educational support, financial support, career opportunities and much more to our students through their continued partnerships.

**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
Brown, David	Principal
Ewell, Tiffany	Assistant Principal
Raburn, Christina	Assistant Principal
Greene, Talana	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***

- 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 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
Amy Stanley	Parent
Bob Sippel	Parent
Brenda Ibarra	Student
Marcus Hobbs	Student
Ebony Robinson	Teacher
Robin Schwarz	Parent
Carla Iyers	Parent
Jesse Tyler	Teacher
Octavia Brinson	Teacher
Talana Greene	Principal
Alma Vallejo	Teacher
Shannon Martin	Teacher
Jordan Schwarz	Student
Deena Hendrix	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*

SAC reviewed the 2013-14 SIP goals and the 2013-14 assessment scores in order to formulate our focus and recommendations for the 2014-15 SIP at our September 2014 SAC meeting. Our writing goal was not met during the 13-14 school year and was prioritized as a continued focus for the 14-15 school year.

*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*

The school's annual budget and plan is developed in accordance with county and state policies to see that funds are utilized to meet the needs of our students.

***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
Brown, David	Principal
Ewell, Tiffany	Assistant Principal
Raburn, Christina	Assistant Principal
Greene, Talana	Assistant Principal
Rivers, Janet	Instructional Coach
Schwarz, Robin	Teacher, K-12

## Duties

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

The Literacy leadership Team works within our school to promote student success through school & community resources, continued support, in-service opportunities to our students and teachers. Each member, including our Guidance, faculty and support staff takes an active role to see that each student is offered every opportunity to meet their fullest academic potential. Programs include: Extended Learning Program, typing/keyboarding after-school workshops, test-prep, AVID and other academic enrichment/remediation activities.

## 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**

Strawberry Crest High School provides opportunities for professional development through a variety of avenues, for example: Professional Learning Communities (PLCs) -within departments and cross-curricular, school-wide trainings for unified strategies such as; Writing Trainings (Claim, Claim Evidence, Commentary – blue/yellow/green) & AVID Trainings.

SCHS works to create a positive work environment by providing teachers with the support and resources they need to meet the needs of their students, time to meet and plan, opportunities to eat and visit as a group during Conference Nights and pre-planning; a commitment to making every meeting meaningful, and a respect of teacher schedules/duties/planning times.

### **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**

Our Assistant Principals for Curriculum and Department Heads work with and within each department to facilitate SDHC and FL Department of Education best practices and standards for each discipline; ensuring that standards are implemented with fidelity in classroom instruction.

#### 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**

Annual Data Day is held during Pre-Planning where faculty and administration disaggregate the data and plan for the current school year. Planning includes overall school focus as well as specific educational focus/support each department will take to support our students. This day allows us to plan for students in all programs of study.

For example, our focus last year was on writing and our school worked to meet our SIP writing goal by attending a school-wide Writing Training and implementing it in our classrooms. Our SAC supported the program by implementing a Quarterly Writing Incentive which rewarded students that made substantial gains in the area of writing. All disciplines participated and students saw that writing was a priority and focus across the curriculum at SCHS.

**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:** 24,000

Extended Learning Program (ELP) - teachers provided an hour of tutoring after-school Monday - Thursday.

#### **Strategy Rationale**

Students that need additional assistance, have questions, or need remediation have access to certified teachers outside of the regular 50 minute class period.

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Rivers, Janet, janet.rivers@sdhc.k12.fl.us

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

### Student Transition and Readiness

#### PreK-12 Transition



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

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

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

### **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***

Strawberry Crest offers Advanced Placement, Dual Enrollment & Honors courses. We also offer the International Baccalaureate program serving Eastern Hillsborough County. PSAT examinations are offered to 9th, 10th and 11th graders free of charge. Level 3 Science and Math courses are offered. Our emphasis is on a College Prep curriculum with expectations for meeting state assessment standards at the highest level.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Student achievement will increase when writing is embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards.
- G2.** Graduation rate for students graduating in 4 years, who have been identified as academically at-risk, will increase with academic support and college & career guidance.
- G3.** Student achievement will increase when reading is embedded in all content areas through 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.** Student achievement will increase when writing is embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards. 1a

G045403

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

**Resources Available to Support the Goal** 2

- Reading Coach
- English Teachers
- Department Heads
- Data
- Administrative Team
- School Success/Drop Out Prevention
- Mentor Teachers
- All Teachers

**Targeted Barriers to Achieving the Goal** 3

- Consistent implementation of writing in content areas

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

Each department provides a plan & explanation as to how writing is implemented in their content area.

**Person Responsible**

Christina Raburn

**Schedule**

Quarterly, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

Administrative/DH walk-thoughts; rubric/tools; lesson plans submitted to Dept. Heads

**G2.** Graduation rate for students graduating in 4 years, who have been identified as academically at-risk, will increase with academic support and college & career guidance. 1a

G052942

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	68.0

**Resources Available to Support the Goal** 2

- Student Success Coordinator
- Response to Intervention Program
- College & Career Counselor
- Guidance Counselors

**Targeted Barriers to Achieving the Goal** 3

- Student buy-in

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

At-risk student progress towards graduation.

**Person Responsible**

Christina Raburn

**Schedule**

Quarterly, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

Progress reports & report cards.

**G3.** Student achievement will increase when reading is embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards. 1a

G052941

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

**Resources Available to Support the Goal** 2

- Reading Coach
- English Department

**Targeted Barriers to Achieving the Goal** 3

- Training

**Plan to Monitor Progress Toward G3.** 8

Data collection and evaluation.

**Person Responsible**

Janet Rivers

**Schedule**

Quarterly, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

Student scores on reading assessments.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Student achievement will increase when writing is embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards. **1**

 G045403

**G1.B6** Consistent implementation of writing in content areas **2**

 B112112

**G1.B6.S1** Content area training **4**

 S123490

### Strategy Rationale

Teachers will continue to implement 'claim-claim evidence-commentary' writing in the classroom with teachers new to SCHS receiving the necessary training during the first quarter.

### Action Step 1 **5**

Department heads will contact content area supervisors for a list of writing resources & provide resources to their teachers for implementation into their classroom.

### Person Responsible

Christina Raburn

### Schedule

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

### Evidence of Completion

Strategies from English Department implemented in all disciplines documented in teacher lesson plans (submitted to Department Heads).



**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

All teachers will attend PLCs

**Person Responsible**

Christina Raburn

**Schedule**

Every 2 Months, from 8/11/2014 to 6/5/2015

***Evidence of Completion***

Logs, sign-in sheets, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Walk-throughs

**Person Responsible**

David Brown

**Schedule**

Quarterly, from 8/20/2014 to 6/5/2015

***Evidence of Completion***

Use of teacher created rubric/tool

**G1.B6.S2** Faculty meeting presentation 4

S123491

**Strategy Rationale**

Teachers will continue to receive strategies and ideas to implement writing into each discipline; keeping writing a focus throughout the school year.

**Action Step 1** 5

Offer a school-wide writing strategy in-service.

**Person Responsible**

Christina Raburn

**Schedule**

Annually, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

Teachers will attend a writing strategy in-service to learn current writing strategies. Re-training will be done for teachers new to SCHS.

**Plan to Monitor Fidelity of Implementation of G1.B6.S2** 6

Share student writing performance data and expectations for cross-curricular implementation of writing.

**Person Responsible**

Christina Raburn

**Schedule**

Quarterly, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

Faculty meeting agendas.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7**

Continued review of student writing data and progress.

**Person Responsible**

Talana Greene

**Schedule**

Quarterly, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

Faculty meeting agendas; test data & progress in English classes.

**G1.B6.S3 Bi-monthly PLC meetings 4**

 S123492

**Strategy Rationale**

Each department will develop a plan to implement writing into their subject(s).

**Action Step 1 5**

Teachers will participate in Professional Learning Communities focusing on embedding writing in all content areas.

**Person Responsible**

Christina Raburn

**Schedule**

Every 2 Months, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

PLC meeting documentation (forms) provided to Department Heads.

**Plan to Monitor Fidelity of Implementation of G1.B6.S3** 6

Professional Learning Community (PLC)

**Person Responsible**

Christina Raburn

**Schedule**

Every 2 Months, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

PLC documentation - PLC summary forms

**Plan to Monitor Effectiveness of Implementation of G1.B6.S3** 7

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G1.B6.S4 School Advisory Council SIP student incentives** 4

 S142783

**Strategy Rationale**

SAC will continue to support the SIP and writing goal(s) through a minimum of 3 student incentive/reward programs for improvement in the area of writing.

**Action Step 1** 5

School Advisory Council SIP support programs.

**Person Responsible**

Robin Schwarz

**Schedule**

Quarterly, from 9/23/2014 to 6/5/2015

**Evidence of Completion**

SAC Minutes & SAC Programs

**Plan to Monitor Fidelity of Implementation of G1.B6.S4** 6

Quarterly Writing Incentive Program

**Person Responsible**

Robin Schwarz

**Schedule**

Quarterly, from 10/21/2014 to 6/5/2015

***Evidence of Completion***

Quarterly writing rewards for students improving their cross-circular writing.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S4** 7

Data & follow-up from English Department

**Person Responsible**

Robin Schwarz

**Schedule**

Quarterly, from 8/20/2014 to 6/5/2015

***Evidence of Completion***

Improved scores in writing on formal and informal assessments/activities.

**G2.** Graduation rate for students graduating in 4 years, who have been identified as academically at-risk, will increase with academic support and college & career guidance. 1

G052942

**G2.B1** Student buy-in 2

B133363

**G2.B1.S1** Response to Intervention Program 4

S145251

### Strategy Rationale

Teachers and administrators will mentor at-risk students; providing them with academic and college/career guidance through-out the school year.

### Action Step 1 5

Identifying at-risk students and assigning a mentor.

#### Person Responsible

Christina Raburn

#### Schedule

Monthly, from 8/20/2014 to 6/5/2015

#### Evidence of Completion

Response to Intervention documentation.

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

Monitoring of RTI program & mentoring activities.

#### Person Responsible

Christina Raburn

#### Schedule

Monthly, from 8/20/2014 to 6/5/2015

#### Evidence of Completion

Monthly RTI documentation - details mentor-student meetings & Action Items for that month.

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

Student academic success.

**Person Responsible**

Christina Raburn

**Schedule**

Monthly, from 8/20/2014 to 6/5/2015


**Evidence of Completion**

Monthly RTI forms; Progress Reports & Report Cards.


**G3.** Student achievement will increase when reading is embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards. 1

 G052941

**G3.B1 Training 2**

 B133362

**G3.B1.S1** Provide teachers a cross-curricular reading strategy aligned with FSA standards. 4

 S145249

**Strategy Rationale**

To provide students rigorous reading tasks in all disciplines that are aligned with grade level and content area standards.

**Action Step 1 5**

Reading strategy in-service.

**Person Responsible**

Christina Raburn

**Schedule**

Annually, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

Reading strategy training & lesson plans provided to Department Heads.

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

Implementation of reading strategy in each department.

**Person Responsible**

Christina Raburn

**Schedule**

Quarterly, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

Professional Learning Community forms, lesson plans & administrative/DH walk-throughs.

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

Professional Learning Community collaboration/reflection in implementing reading strategies into their content area.

**Person Responsible**

Janet Rivers

**Schedule**

Every 2 Months, from 8/20/2014 to 6/5/2015

**Evidence of Completion**

PLC documentation/minutes; Department Head walk-throughs; FSA.

**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.B6.S1.A1	Department heads will contact content area supervisors for a list of writing resources & provide resources to their teachers for implementation into their classroom.	Raburn, Christina	8/19/2014	Strategies from English Department implemented in all disciplines documented in teacher lesson plans (submitted to Department Heads).	6/5/2015 semiannually
G1.B6.S2.A1	Offer a school-wide writing strategy in-service.	Raburn, Christina	8/20/2014	Teachers will attend a writing strategy in-service to learn current writing strategies. Re-training will be done for teachers new to SCHS.	6/5/2015 annually
G1.B6.S4.A1	School Advisory Council SIP support programs.	Schwarz, Robin	9/23/2014	SAC Minutes & SAC Programs	6/5/2015 quarterly
G1.B6.S3.A1	Teachers will participate in Professional Learning Communities focusing on embedding writing in all content areas.	Raburn, Christina	8/20/2014	PLC meeting documentation (forms) provided to Department Heads.	6/5/2015 every-2-months



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Reading strategy in-service.	Raburn, Christina	8/20/2014	Reading strategy training & lesson plans provided to Department Heads.	6/5/2015 annually
G2.B1.S1.A1	Identifying at-risk students and assigning a mentor.	Raburn, Christina	8/20/2014	Response to Intervention documentation.	6/5/2015 monthly
G1.MA1	Each department provides a plan & explanation as to how writing is implemented in their content area.	Raburn, Christina	8/20/2014	Administrative/DH walk-thoughts; rubric/tools; lesson plans submitted to Dept. Heads	6/5/2015 quarterly
G1.B6.S1.MA1	Walk-throughs	Brown, David	8/20/2014	Use of teacher created rubric/tool	6/5/2015 quarterly
G1.B6.S1.MA1	All teachers will attend PLCs	Raburn, Christina	8/11/2014	Logs, sign-in sheets, lesson plans	6/5/2015 every-2-months
G1.B6.S2.MA1	Continued review of student writing data and progress.	Greene, Talana	8/20/2014	Faculty meeting agendas; test data & progress in English classes.	6/5/2015 quarterly
G1.B6.S2.MA1	Share student writing performance data and expectations for cross-curricular implementation of writing.	Raburn, Christina	8/20/2014	Faculty meeting agendas.	6/5/2015 quarterly
G1.B6.S3.MA1	[no content entered]			once	
G1.B6.S3.MA1	Professional Learning Community (PLC)	Raburn, Christina	8/20/2014	PLC documentation - PLC summary forms	6/5/2015 every-2-months
G1.B6.S4.MA1	Data & follow-up from English Department	Schwarz, Robin	8/20/2014	Improved scores in writing on formal and informal assessments/activities.	6/5/2015 quarterly
G1.B6.S4.MA1	Quarterly Writing Incentive Program	Schwarz, Robin	10/21/2014	Quarterly writing rewards for students improving their cross-circular writing.	6/5/2015 quarterly
G2.MA1	At-risk student progress towards graduation.	Raburn, Christina	8/20/2014	Progress reports & report cards.	6/5/2015 quarterly
G2.B1.S1.MA1	Student academic success.	Raburn, Christina	8/20/2014	Monthly RTI forms; Progress Reports & Report Cards.	6/5/2015 monthly
G2.B1.S1.MA1	Monitoring of RTI program & mentoring activities.	Raburn, Christina	8/20/2014	Monthly RTI documentation - details mentor-student meetings & Action Items for that month.	6/5/2015 monthly
G3.MA1	Data collection and evaluation.	Rivers, Janet	8/20/2014	Student scores on reading assessments.	6/5/2015 quarterly
G3.B1.S1.MA1	Professional Learning Community collaboration/reflection in implementing reading strategies into their content area.	Rivers, Janet	8/20/2014	PLC documentation/minutes; Department Head walk-throughs; FSA.	6/5/2015 every-2-months
G3.B1.S1.MA1	Implementation of reading strategy in each department.	Raburn, Christina	8/20/2014	Professional Learning Community forms, lesson plans & administrative/DH walk-throughs.	6/5/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Student achievement will increase when writing is embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards.

### **G1.B6** Consistent implementation of writing in content areas

#### **G1.B6.S2** Faculty meeting presentation

##### **PD Opportunity 1**

Offer a school-wide writing strategy in-service.

##### **Facilitator**

English Department

##### **Participants**

Teachers

##### **Schedule**

Annually, from 8/20/2014 to 6/5/2015

#### **G1.B6.S3** Bi-monthly PLC meetings

##### **PD Opportunity 1**

Teachers will participate in Professional Learning Communities focusing on embedding writing in all content areas.

##### **Facilitator**

Department Heads/Departments

##### **Participants**

Teachers

##### **Schedule**

Every 2 Months, from 8/20/2014 to 6/5/2015

**G3.** Student achievement will increase when reading is embedded in all content areas through rigorous tasks that are aligned with grade level and content area standards.

**G3.B1** Training

**G3.B1.S1** Provide teachers a cross-curricular reading strategy aligned with FSA standards.

**PD Opportunity 1**

Reading strategy in-service.

**Facilitator**

Diane Rivers

**Participants**

Teachers

**Schedule**

Annually, from 8/20/2014 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