



Florida Department of Education

School Improvement Grants, Section 1003(g)

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District School Board

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Hillsborough County District School Board

Schools to be Served

schoolID	schoolName	intervention	Requested Funds for 1003(g) Regular	Requested Funds for 1003(g) ARRA
3004	MIDDLETON HIGH SCHOOL	Transformation	\$116,883.00	\$642,410.00

LEA Level

LEA Capacity

A. Describe the adequacy of LEA staff, technical expertise, sufficient monetary resources, political climate, technological infrastructure, qualified staff, ability to recruit external providers, including educational management companies, ability to monitor implementation and provide sustained support to the lowest performing schools, and other organizational features necessary to implement and sustain the interventions.

Response: 2009-2010 response: HCPS will work within the framework of the district level structure to provide sustained support to our lowest performing schools. Direct support that encompasses the above mentioned begins at a meeting with district level (The Superintendent, Directors of Middle/High Schools, Content Supervisors, and Area Directors) and school level personnel (Principals, Assistant Principals, and Content Coaches) to establish resources needed to increase student achievement. After the initial meeting in which all aspects of school improvement are discussed such as: student achievement data, personnel, technology, and resources, FOCUS meetings occur as ongoing support to the schools. The FOCUS meetings consist of: Directors of Middle/High Schools, Content Supervisors, and Area Directors, Principals, Assistant Principals, and Content Coaches. These support meetings are structured, with documentation, outlining the tasks that need to be completed to support the schools. The tasks are conveyed at the meeting and support is given in the needed areas based on data that has been analyzed. An additional layer of support given to our lowest performing schools is a new governance structure that includes appointing a turnaround leader. The turnaround leader that the principal reports to and who reports directly to the Assistant Superintendent is the General Director of Federal Programs. Furthermore, The District Managed Turnaround Team has been created to provide additional support to Franklin and Middleton. Members of the newly created team include: The General Director of Federal Programs, The Director of Administration, Administrator on Special Assignment Title I, Principal on Special Assignment School Improvement, Administrator on Special Assignment Middle School Education, Administrator on Special Assignment Secondary Education, Supervisor Title I School Improvement, Elementary Generalist, and Department Manager, Personnel Services. The District Managed Turnaround Team will monitor the implementation of the Intervention Model and give guidance in the planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by members of The District Managed Turnaround Team, as to the progress of Franklin and Middleton. The district level group brings years of experience as successful former principals and high performing content teachers to utilize their management skills in order to support

Franklin and Middleton. Monetary resources through Title I, ARRA, Title II, and SAI continue to support the schools through professional development, technology (laptops, Elmos, Smartboards) ,and classroom resources to ensure best practices. The Superintendent, School Board, and Union prove to have a positive political climate through the partnership of The Empowering Effective Teachers (EET) Grant. School Board and Union leaders have finalized negotiations on EET, Race To The Top, and most aspects of the SIG. Due to the collaborative nature of this partnership, ongoing negotiations will occur as plans related to the SIG are further developed. HCPS is continually upgrading the technological infrastructure to support schools. Currently, Sagebrush is provided to schools to enhance student achievement through the use of student data. The new district dashboard is being created through the EET Grant (external provider) which will provide multiple data sources to teachers in one location. This dashboard will allow school and district staff to quickly analyze data and make appropriate instructional decisions for students.

2011-2012 response: HCPS will work within the framework of the district level structure to provide sustained support to our lowest performing schools. Direct support that encompasses the above mentioned begins at a meeting with district level District Managed Turnaround Team utilizing the FOCUS school process. The HCPS yearly FOCUS school process has been revised to strategically identify and support our highest needs schools. Schools are identified using three year trend data based on reading and math. The criteria in which schools become FOCUS is: below 60% proficiency average in reading and math over a consecutive three year period and below 60% learning gains average in reading and math for a consecutive three years. The initial meeting with individual FOCUS schools occur at the end of July with district level personnel(The Superintendent, Directors of Middle/High Schools, Content Supervisors, and Area Directors) and school level personnel (Principals, Assistant Principals, and Content Coaches) to establish resources needed to increase student achievement. The resources and tasks are conveyed at the meeting and support is given in the needed areas based on data that has been analyzed. The newly created "On the Ground Teams" of district coaches in reading, math, writing, and science will work and support the content coaches at Middleton. District level supervisors, in elementary, middle, and high, will be assigned to coordinate and monitor the "On the Ground Teams."An additional layer of support given to our lowest performing schools is the continuance of a turnaround leader. However, the turnaround leader will be the newly created position of The Director of Low Performing Schools funded by Race To The Top. Tentatively, while the position is advertised, screened, and hired the General Director of Federal Program will continue the position. The turnaround leader will work with The District Managed Turnaround Team to monitor the implementation of the Intervention Model and give guidance in the planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by members of The District Managed Turnaround Team, as to the progress of Middleton. The district level group brings years of experience as successful former principals and high performing content teachers to utilize their management skills in order to support Middleton. Resources for Middleton, as a focus school, combine fiscal resources: Title I Part A, Race To The Top, Title II, SAI and School Improvement Grants to provide effective resources to improve student achievement. The Superintendent, School Board, and Union prove to have a positive political climate through the partnership of The Empowering Effective Teachers (EET) Grant. School Board and Union leaders have finalized negotiations on EET, Race To The Top, and most aspects of the SIG. Due to the collaborative nature of this partnership, ongoing

negotiations will occur as plans related to the SIG are further developed. HCPS is continually upgrading the technological infrastructure to support schools. Currently, Sagebrush is provided to schools to enhance student achievement through the use of student data. The new district dashboard is being created through the EET Grant (external provider) which will provide multiple data sources to teachers in one location. This dashboard will allow school and district staff to quickly analyze data and make appropriate instructional decisions for students.

B. The LEA must describe actions it has taken, or will take, to:

1. Analyze the needs of its schools and select an intervention for each school.

Response: 2009-2010 response: FCAT performance data has been analyzed and reviewed to select the transformation model for both schools. Franklin Middle School increased their percentage of AYP indicators met by 8% (0809 74% 0910 82%). Middleton High School increased their percentage of AYP indicators met by 23% (0809 64% 0910 87%). A specific reason why the transformation model was chosen are both principals had been replaced the prior year and the schools have made progress. In order to make additional gains, changes and reassignment of staff took place prior to this school year and a new evaluation system will be implemented. District and school personnel have worked together on the creation and implementation of the initiatives listed within the transformation model requirements.

Additionally, the Region IV Regional Executive Director, at the time Gail Daves, has reviewed the model in collaboration with the Supervisor, Title I School Improvement.

2011-2012 response: FCAT performance data has been analyzed and reviewed to select the transformation model. Middleton High School increased their percentage of AYP indicators met by 23% (0809 64% 0910 87%). A specific reason why the transformation model was chosen is the principal had been replaced the prior year and the school made progress. In order to make additional gains, changes and reassignment of staff took place prior to this school year and a new evaluation system will continue. District and school personnel have worked together on the creation and implementation of the initiatives listed within the transformation model requirements. Additionally, the Region IV Regional Executive Director, Pamela Craig, has reviewed the model in collaboration with the Supervisor, Title I School Improvement.

2. Design and implement interventions consistent with these requirements.

Response: 2009-2010 response: The design and implementation of interventions have been created based on individual school data and district level initiatives that are aligned with the model selected. The General Director of Federal Programs, Middle School, and Secondary Education, The Supervisor of Title I School Improvement, The Principals of Franklin and Middleton, and The Principal on Special Assignment for The Office of School Improvement met to create the interventions necessary to increase student achievement. After the interventions were created, implementation steps were written and timelines were established in order to

support components of the grant. One intervention of the SIG requires a new evaluation system to be created and implemented. Through the EET Grant a new evaluation system is being implemented this school year which will meet the specific intervention requirement. Additional common planning time for PLCs and Lesson Study was added as an intervention in the SIG. The newly established District Turnaround Team will finalize the implementation of the following interventions: extended school day/year, advisory periods, and 6th and 9th grade summer academies.

2011-2012 response: The design and implementation of interventions have been created based on individual school data and district level initiatives that are aligned with the model selected. The General Director of Federal Programs, Middle School, and Secondary Education, The Supervisor of Title I School Improvement, The Principal of Middleton, and The Principal on Special Assignment for The Office of School Improvement met to create the interventions necessary to increase student achievement. After the interventions were created, implementation steps were written and timelines were established in order to support components of the grant. One intervention of the SIG requires a new evaluation system to be created and implemented. Through the EET Grant a new evaluation system will continue to be implemented this school year which will meet the specific intervention requirement. Additional common planning time for PLCs and Lesson Study will continue as an intervention in the SIG. The District Turnaround Team will finalize the implementation of the following interventions: extended school day/year, advisory periods, and 6th and 9th grade summer academies.

3. Recruit, screen, and select external providers, if applicable, to ensure their quality.

a. Identify the specific activities external providers will carry out.

b. Indicate the frequency of each activity.

c. Outline the selection of external providers, including:

- Proven track record of success working with low-performing schools,
- Willingness to be held accountable, and
- Capacity to serve the identified school and its selected intervention model.

d. Describe how to evaluate the effectiveness of the external provider

Response: 2009-2010 response: N/A

2011-2012 response: N/A

Sample contract:

Projected work plan to be completed by the external provider:

4. Align other resources with the interventions.

Response: 2009-2010 response: Other resources that align with the interventions include: SAI, Title I, ARRA, Title II, Magnet, and The Empowering Effective Teachers Grant. SAI funds will align with the SIG components by funding IMPACT Credit Recovery, Reading Coaches, and The Extended Learning Program. Title I resources will be used to support professional development, additional content coaching units, parent involvement activities, and the summer transition academies for 6th and 9th graders. ARRA funds support content trainings in professional development, technology, CHAMPS and PBS trainings. Additional district professional development is supported through Title II. Magnet resources are utilized to enhance curriculum and provide additional learning opportunities for students, in particular STEM. Furthermore, the new evaluation system, data dashboard, and Performance-based Career Ladder are supported through the EET Grant.

2011-2012 response: Other resources that align with the interventions include: SAI, Title I, Title II, Magnet, and The Empowering Effective Teachers Grant. SAI funds will align with the SIG components by funding IMPACT Credit Recovery, Reading Coaches, and The Extended Learning Program. Title I resources will be used to support professional development, additional content coaching units, parent involvement activities, and the summer transition academies for 6th and 9th graders. Title I funds support content trainings in professional development, technology, CHAMPS and PBS trainings. Additional district professional development is supported through Title II. Magnet resources are utilized to enhance curriculum and provide additional learning opportunities for students, in particular STEM. Furthermore, the new evaluation system, data dashboard, and Performance-based Career Ladder are supported through the EET Grant.

5. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

Response: 2009-2010 response: The district support structure will be utilized to ensure that the interventions listed are fully implemented. FOCUS meetings serve as the venue between district and school personnel to analyze data, monitor strategies, and provide on-going support to our schools. An additional layer of support given to our lowest performing schools is a new governance structure that includes appointing a turnaround leader. The turnaround leader that the principal reports to and who reports directly to the Assistant Superintendent is the General Director of Federal Programs. Furthermore, The District Managed Turnaround Team has been created to provide additional support to Franklin and Middleton. Members of the newly created team include: The General Director of Federal Programs, The Director of Administration, Administrator on Special Assignment Title I, Principal on Special Assignment School Improvement, Administrator on Special Assignment Middle School Education, Administrator on Special Assignment Secondary Education, Supervisor Title I School Improvement, Elementary Generalist, and Department Manager, Personnel Services. The District Managed Turnaround Team will monitor the implementation of the Intervention Model and give guidance in the

planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by members of The District Managed Turnaround Team, as to the progress of Franklin and Middleton.

2011-2012 response: The district support structure will be utilized to ensure that the interventions listed are fully implemented. FOCUS meetings serve as the venue between district and school personnel to analyze data, monitor strategies, and provide on-going support to our schools. An additional layer of support given to our lowest performing schools is a new governance structure that includes a turnaround leader. The turnaround leader that the principal reports to and who reports directly to the Assistant Superintendent is the General Director of Federal Programs. Furthermore, The District Managed Turnaround Team has been created to provide additional support to Middleton. Members of the newly created team include: The General Director of Federal Programs, The Director of Administration, Administrator on Special Assignment Title I, Principal on Special Assignment School Improvement, Administrator on Special Assignment Middle School Education, Administrator on Special Assignment Secondary Education, Supervisor Title I School Improvement, Elementary Generalist, and Department Manager, Personnel Services. The District Managed Turnaround Team will monitor the implementation of the Intervention Model and give guidance in the planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by members of The District Managed Turnaround Team, as to the progress of Middleton.

6. Sustain the reforms after the funding period ends.

Response: 2009-2010 response: The district support structure will continue the sustainability of the reforms through various sources. The Empowering Effective Teachers Grant will provide sustainability that directly aligns to the SIG in the areas of: the new teacher evaluation system, the data dashboard, and performance-based career ladder. Through the use of Title I Part A funds, The Salary Differential Program, content coach positions, the summer transition academies for 6th and 9th graders and additional hours of common planning time will be provided after the SIG period ends. Capacity building will occur, during the grant period, to provide sustainability in the areas of: job-embedded professional development, Lesson Study, and train-the trainer model in parent involvement. Coaches will receive continued support by the district level content supervisors. After the three year grant period Lesson Study will be incorporated into common planning time built into the master schedule.

2011-2012 response: The district support structure will continue the sustainability of the reforms through various sources. The Empowering Effective Teachers Grant will provide sustainability that directly aligns to the SIG in the areas of: the new teacher evaluation system, the data dashboard, and performance-based career ladder. Through the use of Title I Part A funds, The Salary Differential Program, content coach positions, the summer transition academies for 9th graders and additional hours of common planning time will be provided after the SIG period ends. Capacity building will occur, during the grant period, to provide sustainability in the areas

of: job-embedded professional development, Lesson Study, and train-the trainer model in parent involvement. Coaches will receive continued support by the district level content supervisors. After the three year grant period Lesson Study will be incorporated into common planning time built into the master schedule.

Consult Stakeholders

C. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

Response: 2009-2010 response: HCPS has consulted with relevant stakeholders regarding the application and transformation model. In May, district personnel met with the administrative teams at Franklin and Middleton to discuss and create innovative strategies to meet the needs of the students and requirements of the grant. The district support structure was utilized, in consultation with the schools and the Regional Executive Director of Region IV (Gail Daves), in regards to the application requirements and implementation of strategies. All grant information was brought back and analyzed by the district appointed turnaround leader. Other stakeholders including the Classroom Teachers Association, The Superintendent, and the School Board had already participated in designing components of this grant in alignment with The Empowering Effective Teachers Grant and Race To The Top. During pre-planning week the requirements and fiscal outline of the grant were presented to faculty members. In addition, The School Improvement Central Facilitating Team, comprised of parents, community members, teachers, administrators, and school board members will be notified as to the progress of the strategies.

2011-2012 response: HCPS has consulted with relevant stakeholders regarding the application and transformation model. In May, district personnel met with the administrative teams at Middleton to discuss and create innovative strategies to meet the needs of the students and requirements of the grant. The district support structure was utilized, in consultation with the schools and the Regional Executive Director of Region IV (Pamela Craig), in regards to the application requirements and implementation of strategies. All grant information was brought back and analyzed by the district appointed turnaround leader. Other stakeholders including the Classroom Teachers Association, The Superintendent, and the School Board had already participated in designing components of this grant in alignment with The Empowering Effective Teachers Grant and Race To The Top. During pre-planning week the requirements and fiscal outline of the grant were presented to faculty members. In addition, The School Improvement Central Facilitating Team, comprised of parents, community members, teachers, administrators, and school board members will be notified as to the progress of the strategies.

LEA Support

D. Describe the LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.

Response: 2009-2010 response: The district level activities designed to support the implementation of the SIG started with the appointment of the turnaround leader by The Superintendent. The LEA turnaround leader established the criteria in which the members of the District Managed Turnaround Team were comprised to support and monitor the implementation of the SIG. District staff collaborated with the administrative staff of FMS and MHS to design and implement all SIG strategies. The LEA assigned mentors, by the General Directors of Middle School and Secondary Education, to each of the principals at FMS and MHS to provide specific leadership support. District Content Supervisors provide on-site support in coaching, modeling, and job embedded professional development based on the needs determined by the school leadership team, district personnel, and FDOE from the results of an instructional review. In addition, the bi-weekly district FOCUS meetings provide support to address: student achievement data, teacher effectiveness, best practices support in content areas, job-embedded professional development, on-site support in PLCs and PS/RtI processes. Once a specific need or concern is identified, members from the FOCUS meeting assign a task to district level personnel who can provide assistance. For example, if the school needs additional support in the PS/RtI process, the Area 4 RtI facilitator will be notified to provide on-site support. The Federal Finance Department and The Program Manager, specifically assigned to the SIG will provide support for all purchasing and accounting activities. The Supervisor of Title I School Improvement will facilitate the needs assessment as well as prepare and submit the SIG application. The Supervisor of Federal Program Evaluation will prepare and submit the annual Title I Evaluation report of which the SIG is included.

2011-2012 response: The district level activities designed to support the implementation of the SIG started with the appointment of the turnaround leader by The Superintendent. The LEA turnaround leader established the criteria in which the members of the District Managed Turnaround Team were comprised to support and monitor the implementation of the SIG. District staff collaborated with the administrative staff of MHS to design and implement all SIG strategies. The LEA assigned mentors, by the General Director Secondary Education, to MHS to provide specific leadership support. District Content Supervisors provide on-site support in coaching, modeling, and job embedded professional development based on the needs determined by the school leadership team, district personnel, and FDOE from the results of an instructional review. In addition, the bi-weekly district FOCUS meetings provide support to address: student achievement data, teacher effectiveness, best practices support in content areas, job-embedded professional development, on-site support in PLCs and PS/RtI processes. Once a specific need or concern is identified, members from the FOCUS meeting assign a task to district level personnel who can provide assistance. For example, if the school needs additional support in the PS/RtI process, the Area 4 RtI facilitator will be notified to provide on-site support. The Federal Finance Department and The Program Manager, specifically assigned to the SIG will provide support for all purchasing and accounting activities. The Supervisor of Title I School Improvement will facilitate the needs assessment as well as prepare and submit the SIG application. The Supervisor of Federal Program Evaluation will prepare and submit the annual

Title I Evaluation report of which the SIG is included.

E. Describe how the LEA will support school improvement activities for each Tier III school identified in the LEA's application.

Response: 2009-2010 response: N/A
2011-2012 response: No Change

Data Collection

G. Indicate how data will be collected and the number of times per year it will be analyzed to determine if the school is on track to meet its progress goals, determine if the school is on track in implementing the interventions, and to evaluate the effectiveness of the interventions.

Response: 2009-2010 response: District formative assessment data will be collected twice a year to monitor progress toward FCAT goals. Baseline data will be collected in September and midyear data will be collected in December in order to analyze and report progress through the state midyear report. Specific data that will be collected include: FAIR in Reading (3 times a year), district formative level assessments in math (twice a year), science (twice a year) and writing (twice a year). Data will be collected via Scantron and analyzed by the district support team in collaboration with the school teams during FOCUS meetings. Through the use of the HCPS School Improvement Process, the schools will also analyze the data and monitor their SIP every nine weeks by completing fidelity checks. Ongoing progress monitoring data, through FCIM, will be collected bi-weekly and analyzed at leadership team meetings. In addition, End of Course exams will be utilized, every semester to monitor instructional fidelity. At mid-year, the District Managed Turnaround Team will collaborate with schools to analyze data as to the progress of meeting the SIG goals.

2011-2012 response: No Change

Dissemination and Reporting

H. Dissemination and Reporting Student Outcomes

1. Describe methods for disseminating the information from this application.

Response: 2009-2010 response: The information disseminated from this application began with the initial consultation with district personnel and school leadership teams. Information regarding the preliminary SIG, programmatic and budgetary, were shared with school staff.

Upon final approval of the SIG, the full application will be available on the HCPS Title I website. For stakeholders that do not have access to an electronic copy can access the full grant which will be located in the Parent Involvement Notebook, in the front office of each school. District staff will be notified of the final approval via FOCUS meetings and Title I meetings. Final SIG approval information will be disseminated to parent and community stakeholders through School Advisory Council Meetings.

2011-2012 response: No Change

2. Describe methods for reporting student outcomes.

Response: 2009-2010 response: Methods in which student outcomes will be reported will occur through the HCPS Scantron System which makes available formative assessment data in reading, math, science, and end of course exams. Student data results from mini-assessments are also available via Scantron. Additional student data is located in the The Instructional Planning Tool which includes the following information: course grades, FCAT scores, attendance data, suspension information, and exceptionality coding. A site based communication tool that the schools utilize to report student outcomes is Edline. Edline provides a system in which student progress is disseminated regarding, students grades, assignments, attendance, course syllabus, lessons, and upcoming events. Overall student achievement data is monitored and reported via the FDOE baseline and midyear reports in reading, math, science, and writing.

2011-2012 response: No Change

3. Indicate the population(s) each method addresses.

Response: 2009-2010 response: Program information and student outcomes will be available to all stakeholders through the HCPS Title I website. For stakeholders that do not have access to an electronic copy, they can access the full grant which will be located in the Parent Involvement Notebook, in the front office of each school. Furthermore, all stakeholders have the opportunity to attend the School Advisory Council meetings, advertised a week in advance, outlining the agenda components which include information on the SIG and student achievement data. School leadership teams and instructional personnel have access to the HCPS Title I website, Scantron, The Instructional Planning Tool, Edline, and the FDOE State baseline and midyear data template. An overview of the SIG was presented to school facilities during preplanning week. Parents have access to the HCPS Title I website, The Parent Involvement Notebook, access to SAC meetings, the FDOE State baseline and midyear reports, and Edline. The District Managed Turnaround Team will use the above methods to monitor and assess the progress of the SIG goals.

2011-2012 response: No Change

4. Indicate the frequency of each method.

Response: 2009-2010 response: The final approval of the SIG, as well as any amendments, will be available at any time on the HCPS Title I website and in the Parent Involvement Notebook. School Advisory Council meetings will occur monthly and an agenda advertised, one week in advance, for all stakeholders. SIG components will be reviewed and progress monitoring of the School Improvement Plan will take place. The goals of the SIP are aligned with the overall goals in the SIG. The frequency of the Scantron data will take place every nine weeks for formative assessments and weekly for mini-assessments. The Instructional Planning Tool is updated daily and available at all times. Progress monitoring is updated weekly from the school's instructional staff weekly on Edline. FDOE State baseline and midyear reports are completed and twice a year. The District Managed Turnaround Team meetings to monitor and assess the progress of the SIG goals occur quarterly.

2011-2012 response: No Change

5. Indicate the duration of each method.

Response: 2009-2010 response: The duration of each method will continue each year of the SIG and will be sustained after the grant period ends.

2011-2012 response: No Change

6. Indicate that information will be available in the home language of parents.

Response: 2009-2010 response: Information will be available in the home language of parents within the Parent Involvement Notebook. Upon request, the Title I District Resource Translator will provide any or all documents in the home language of parents.

2011-2012 response: No Change

Steps for Planning and Implementing the Interventions in Each of the Committed Tier I, II, and III School

Provide the steps the LEA will take in planning and implementing the interventions in each Tier I and II school, including how you will use SIG funds each year at the LEA level to support Tier I, II, and III schools.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

Each time data will be saved five additional rows will be added. Each text box is limited to 200 characters.

School Statistics

MIDDLETON HIGH SCHOOL. 3004 - Tier I - Transformation

count	Metric	Most Current Data	Data Source/Date	2010-2011	Annual Goals	
					2011-2012	2012-2013
1	School Grade	P	09-10 School Grades 10/04/10	C	C	B
2	AYP status	NO	2010 AYP 10/04/10	N	N	Y
3	AYP targets the school met	87	2010 AYP 10/04/10	90	82	100
4	Number of minutes within the school year	62,450	Master Schedule	62,450	62,930	63,410
5	Increased learning time	62450	Master Schedule		480	480
6	Percent of the lowest 25% making learning gains in reading	33	09-10 School Grades 10/04/10	38	50	50
7	Percent of the lowest 25% making learning gains in mathematics	67	09-10 School Grades 10/04/10	68	68	70
8	Percentage of students (total) scoring at proficiency level in reading	25	2010 AYP, 8/24/10	29	32	46
9	Percentage of students (total) scoring at proficiency level in mathematics	53	2010 AYP, 8/24/10	57	53	66
10	Percentage of students (total) scoring at proficiency level in science	36	NCLB SPARS, 8/24/10	40	45	53
11	Percentage of students (total) scoring at	90	2010 AYP, 8/24/10	91	86	93

	proficiency level in writing					
12	Graduation rate (NCLB)	72	2010 AYP 10/04/10	74	76	78
13	Dropout rate	3.9	0809 SV 5 as of 11/2009	3.8	3.7	3.6
14	Student attendance rate	90.7	Report F70488, 0809 SV 5 as of 03/07/2010.	90.8	90.9	91.0
15	Number of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements	204	DEC09 Simulation	210	215	225
16	Percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements	35.00	DEC09 Simulation	37	40	45
17	College enrollment rates	54.79	2008 High School Feedback Report	56	57	58
18	Discipline referrals		Report F62270, 0809 SV 5 as of 03/08/2010.	na	na	na
19	Number of students who received out-of-school suspensions	50	Report F62270, 0809 SV 5 as of 03/08/2010	49	200	47
20	Number of students who received in-school suspensions	850	Report F62270, 0809 SV 5 as of 03/08/2010	800	350	700
21	Number of out-of-school suspensions	55	Report F71111, 0809 SV 5 as of 05/10/2010	54	350	52
22	Number of in-school suspensions	3219	Report F71111, 0809 SV 5 as of 05/10/2010	2900	700	2500
23	Percentage of truant district	district	district report	4.0	3.9	3.8

	students		report			
24	Distribution of teachers by performance level on LEA's teacher evaluation system	na	new evaluation system in 1011	%L4+L5	baseline+2	baseline+5
25	Teacher attendance rate	96.6	Staff Demographic File, 0809 SV 5	96.7	96.5	96.9

School Proficiency **READING**

MIDDLETON HIGH SCHOOL, 3004 - Tier I - Transformation

		READING		Annual Goals		
Grade	Subgroup	Percentage of Students Scoring at Proficiency Level	Data Source, Date	2010-2011	2011-2012	2012-2013
09	BLACK		,	25.00	30.00	42.00
09	ECONOMICALLY DISADVANTAGED		,	26.00	31.00	43.00
09	STUDENTS WITH DISABILITIES		,	38.00	43.00	52.00
09	TOTAL		,	28.00	33.00	45.00
10	BLACK		,	18.00	23.00	38.00
10	ECONOMICALLY DISADVANTAGED		,	25.00	30.00	42.00
10	HISPANIC		,	44.00	49.00	56.00
10	TOTAL		,	30.00	35.00	46.00

School Proficiency **MATH**

MIDDLETON HIGH SCHOOL, 3004 - Tier I - Transformation

		MATH		Annual Goals		
Grade	Subgroup	Percentage of Students Scoring at Proficiency Level	Data Source, Date	2010-2011	2011-2012	2012-2013
09	BLACK		,	0.00	0.00	0.00
09	ECONOMICALLY DISADVANTAGED		,	0.00	0.00	0.00
09	STUDENTS WITH DISABILITIES		,	0.00	0.00	0.00

09	TOTAL	,	0.00	0.00	0.00
10	BLACK	,	53.00	0.00	0.00
10	ECONOMICALLY DISADVANTAGED	,	55.00	0.00	0.00
10	HISPANIC	,	66.00	0.00	0.00
10	TOTAL	,	61.00	0.00	0.00

School Proficiency SCIENCE

MIDDLETON HIGH SCHOOL, 3004 - Tier I - Transformation

SCIENCE			Annual Goals		
Grade	Percentage of Students Scoring at Proficiency Level	Data Source, Date	2010-2011	2011-2012	2012-2013
11		,	36.00	41.00	51.00

School Proficiency WRITING

MIDDLETON HIGH SCHOOL, 3004 - Tier I - Transformation

WRITING			Annual Goals		
Grade	Percentage of Students Scoring at Proficiency Level	Data Source, Date	2010-2011	2011-2012	2012-2013
10		,	79.00	80.00	81.00

Rationale for Implementing the Chosen Intervention Model

MIDDLETON HIGH SCHOOL, 3004 - Tier I - Transformation

2. Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

Response: 2009-2010 response: The transformation model was chosen for Middleton after analyzing the 1003(g) components of the grant in correlation with the needs of the school based on discussions at the FOCUS school meetings. Owen Young was appointed principal in August 2010. Since Owen's appointment, the school has increased the percent of AYP indicators met from the previous year. The interventions of providing a new evaluation system and performance pay directly align with The Empowering Effective Teachers Grant and The Salary Differential Program. Another transformation model strategy is highly effective teachers of which the Renaissance Fair is implemented to attract teachers and the Tier II pay of The Salary Differential Program is one of the strategies implemented to retain the highly effective teachers. Based on a needs analysis, strengthening the Early Warning Systems is a way in which the SIG can support

efforts in this area through additional funding. Finally, additional components of the transformation model imbedded in the SIP include: Lesson Study, Positive Behavior Support, Common Planning Time, RtI, and FCIM.

2011-2012 response: The transformation model was chosen for Middleton after analyzing the 1003(g) components of the grant in correlation with the needs of the school based on discussions at the FOCUS school meetings. Owen Young was appointed principal in August 2010. The interventions of providing a new evaluation system and performance pay directly align with The Empowering Effective Teachers Grant and The Salary Differential Program. Another transformation model strategy is highly effective teachers of which the Renaissance Fair is implemented to attract teachers and the Tier II pay of The Salary Differential Program is one of the strategies implemented to retain the highly effective teachers. Based on a needs analysis, strengthening the Early Warning Systems is a way in which the SIG can support efforts in this area through additional funding. Finally, additional components of the transformation model imbedded in the SIP include: Lesson Study, Positive Behavior Support, Common Planning Time, RtI, and FCIM.

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Principal Replacement

a) Develop and increase teacher and school leader effectiveness. The LEA must describe how it will:

1. In consultation with the Department, replace the principal who led the school prior to commencement of the transformation model:
 - a. If this has already occurred, indicate the date the principal was replaced and his or her past record of turning around low-performing schools. The following guidelines must be considered determining if the principal can remain at the school:
 - i. The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - The principal should be replaced.
 - ii. The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases - The principal should be replaced.
 - iii. The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - The principal has one more year to show growth.
 - iv. The school grade declines under the same leadership for 1 year and the percentage of AYP Criteria Met increases - The principal has one more

- year to show growth.
- v. The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - The principal should be replaced.
- b. If this has not occurred, indicate the LEA's plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (i)-(v) can not be placed at the school.

2009-2010 response: The current principal at Middleton High School was appointed August 10, 2009. Before his appointment to Middleton he was an assistant principal at King High School. In 2007, King High School earned a school grade of D with 74% of AYP indicators met. In 2008, King High School increased to a school grade of a B with 69% of AYP indicators met. In 2009, he became an assistant principal at Middleton High School. Since Owen's appointment, the school has increased the percent of AYP indicators met from the previous year from 64% in 2008-2009 to 87% in the 2009-2010 school year. FACT data showed specific increases within math and writing. Middleton earned ten extra bonus points for FCAT retakes.

2011-2012 response: The current principal at Middleton High School was appointed August 10, 2009. Before his appointment to Middleton he was an assistant principal at King High School. In 2007, King High School earned a school grade of D with 74% of AYP indicators met. In 2008, King High School increased to a school grade of a B with 69% of AYP indicators met. In 2009, he became an assistant principal at Middleton High School. Since Owen's appointment, the school has increased the percent of AYP indicators met from the previous year from 64% in 2008-2009 to 87% in the 2009-2010 school year. FACT data showed specific increases within math and writing. Middleton earned ten extra bonus points for FCAT retakes. In 2010-2011 Middleton had the highest increase in bottom quartile learning gains, in the area of reading, of all high schools in HCPS.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Principal Evaluation	Area Director	Yearly	N/A	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Evaluation Systems

- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
 - b. Are designed and developed with teacher and principal involvement. Evaluations will be

used that are based in significant measure on student growth to improve teachers' and school leaders' performance;

2009-2010 response: HCPS is implementing The Empowering Effective Teachers Grant. The district will use the funds to develop a quality new-teacher induction program that would include true mentoring relationships; improve our teacher and principal evaluation systems; enhance our professional development system; provide effective incentives for teachers who work with our highest needs students; and improve our entire compensation plan. Every teacher will have a peer observation twice a year in addition to their principal observation. In partnership with The University of Wisconsin HCPS will use the value added measure to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer observation, 30% evaluation from the principal and 40% student achievement data. More than 100 peers and mentors work with teachers in the classroom and provide ongoing feedback that will be used as part of a redesigned evaluation system. Mentors provide guidance to new teachers, while peer evaluators are assigned to experienced teachers. The peers and mentors each have distinct roles. Peers observe teachers between two and eight times during the year and are tasked with providing insightful and consistent feedback, as well as an evaluation. In addition to the evaluation, the mentors work closely with their assigned first-year teachers to provide coaching and observational analysis of their classroom activities. Each mentor is assigned approximately 15 teachers and spends time providing guidance that helps these teachers grow professionally and enhance their skills. In addition, the new evaluation system was developed based on input from focus teacher and principal groups throughout the stages of development.

2011-2012 response: HCPS will continue The Empowering Effective Teachers Grant. The district will use the funds to continue a quality new-teacher induction program that would include true mentoring relationships; improve our teacher and principal evaluation systems; enhance our professional development system; provide effective incentives for teachers who work with our highest needs students; and improve our entire compensation plan. Every teacher will have a peer observation twice a year in addition to their principal observation. In partnership with The University of Wisconsin HCPS will use the value added measure to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer observation, 30% evaluation from the principal and 40% student achievement data. More than 100 peers and mentors work with teachers in the classroom and provide ongoing feedback that will be used as part of a redesigned evaluation system. Mentors provide guidance to new teachers, while peer evaluators are assigned to experienced teachers. The peers and mentors each have distinct roles. Peers observe teachers between two and eight times during the year and are tasked with providing insightful and consistent feedback, as well as an evaluation. In addition to the evaluation, the mentors work closely with their assigned first-year teachers to provide coaching and observational analysis of their classroom activities. Each mentor is assigned approximately 15 teachers and spends time providing guidance that helps these teachers grow professionally and enhance their skills. In addition, the new evaluation system was developed based on input from focus teacher and principal groups throughout the stages of development.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement new	Project	2010-	Reflected previously in	0.00

	teacher and principal evaluations	Management Office	2011	LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	
2	Continue new teacher and principal evaluations	Project Management Office	2011-2012	Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00
3	Continue new teacher and principal evaluations	Project Management Office	2012-2013	Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Rewards

(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

2009-2010 response: HCPS will use The Salary Differential Program to reward school leaders, teachers, and other staff who have contributed to the increase in student performance. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier one requires that the teacher have an overall satisfactory evaluation, be highly qualified in their position, and a completed and signed Individual Professional Development Plan (IPDP). Tier two is based on student achievement and school performance goals which includes high school graduation rates. Teachers and administrators are eligible for Tier II pay if their overall school grade is an A,B, or C and did not drop more than 30 school points. If the school does not meet this criteria, teachers can still be eligible for Tier II pay if they are in the top 50% of percentile ranking among teachers based on student achievement data. Instructional staff have the opportunity for additional rewards through the Teacher Incentive Fund (TIF) and the Merit Award Program(MAP). Both reward systems are based on percentile ranking of teacher effectiveness in correlation with student achievement data in a comparison of baseline data and FCAT scores. Furthermore, at the end of the school year, teachers who, after

ample opportunities have been provided for them to improve their professional practice have not done so, are removed.

Salary Differential Tier 1 to include Basic, ESE, and Vocational Classroom Teachers, Social Worker, Guidance Counselors, Psychologist, Media Specialist, Curriculum Specialist, and Site Based Administrators: 5.1% of salary (\$302,890) plus 19.69% fringe (\$59,609) Total: \$362,499

2011-2012 response: HCPS will use The Salary Differential Program to reward school leaders, teachers, and other staff who have contributed to the increase in student performance. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier one requires that the teacher have an overall satisfactory evaluation, be highly qualified in their position, and a completed and signed Individual Professional Development Plan (IPDP). Tier two is based on student achievement and school performance goals which includes high school graduation rates. Teachers and administrators are eligible for Tier II pay if their overall school grade is an A,B, or C and did not drop more than 30 school points. If the school does not meet this criteria, teachers can still be eligible for Tier II pay if they are in the top 50% of percentile ranking among teachers based on student achievement data. Instructional staff have the opportunity for additional rewards through the Teacher Incentive Fund (TIF) and the Merit Award Program(MAP). Both reward systems are based on percentile ranking of teacher effectiveness in correlation with student achievement data in a comparison of baseline data and FCAT scores. Furthermore, at the end of the school year, teachers who, after ample opportunities have been provided for them to improve their professional practice have not done so, are removed. Salary Differential Tier 1 to include Basic, ESE, and Vocational Classroom Teachers, Social Worker, Guidance Counselors, Psychologist, Media Specialist, Curriculum Specialist, and Site Based Administrators: 5.1% of salary (\$278,460) plus 19.69% fringe (\$54,799) Total: \$333,259.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement and continue Placement of high performing teachers	Assistant Superintendents	Transfer period 2010-2013	N/A	0.00
2		Implement Salary Differential Program	General Director of Federal Programs	2010-2011	1003(g)ARRA	362498.00
3		Continue Salary Differential Program	General Director of Federal Programs	2011-2012	1003(g)ARRA	333259.00
4		Continue Salary Differential Program	General Director of Federal Programs	2012-2013	1003(g)ARRA	333259.00
5		Continue Merit Award Program	Supervisor of Data Analysis	October 2010	MAP	0.00
6		Continue Teacher	Department	2010-2013	TIF	29400.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Job-embedded Professional Development

(4) Provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Include the frequency and duration of such professional development, including professional development on lesson study. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study implementation. If the master schedule prevents this from occurring, the district must lesson study implementation after school for a minimum of one hour a week on the same day by grade level or subject area.

2009-2010 response: Daily common planning time has been established at Middleton High School, in all content areas, to support job-embedded professional development through Professional Learning Communities. The daily common planning times that have been established support subject area PLCs and Lesson Study. PLC's support the instructional program by focusing on specific strategies, which are indicated within their SIP. In addition, this year additional time has been added for the instructional staff to have two paid extra hours a week, after school, to continue to implement PLC's and Lesson Study. Specific job-embedded professional development activities include: coaching through content resource teachers, FCIM, differentiated instruction, higher order thinking skills, PS/RtI, and Lesson Study.

Instructional Staff Training, Workshop Pay, 103 Hrs @ 23.25/Hr x 95 Teachers (\$227,501) plus fringe @8.91% (\$20,270) Total \$247,772

2011-2012 response: Daily common planning time has been established at Middleton High School, in all content areas, to support job-embedded professional development through Professional Learning Communities. The daily common planning times that have been established support subject area PLCs and Lesson Study. PLC's support the instructional program by focusing on specific strategies, which are indicated within their SIP. In addition, to encourage participation, this year's 2 hours of additional time after school for the instructional staff to continue to implement PLC's and Lesson Study, will be paid at their current hourly rate. Specific job-embedded professional development activities include: coaching through content resource teachers, FCIM, differentiated instruction, higher order thinking skills, PS/RtI, and Lesson Study. 72 Hrs @ Instructor's Hourly Rate (\$32) x 64 Teachers (\$147,456) plus fringe @19.68% (\$29,019) Total \$176,475.

count	Planning	Implementation Steps	Person	Timeline	Funding	Amount
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	Steps	Responsible		Source	
1	Implement and Continue Common Planning Time	Principal	2010-2013	N/A	0.00
2	Implement Lesson Study/PLCs: Instructional Staff Training, Workshop Pay, 103 Hrs @ 23.25/Hr x 95 Teachers (\$227,501) plus fringe @8.91% (\$20,270) Total \$247,772	Principal	2010-2011	1003(g) ARRA	247772.00
3	Continue Lesson Study/PLCs	Principal	2011-2012	1003(g) ARRA	176475.00
4	Continue Lesson Study/PLCs	Principal	2012-2013	1003(g) ARRA	176475.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Recruit, Place, and Retain Staff

(5) The LEA will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Include information on stipends for professional development, signing bonuses, performance pay, or other recruitment activities.

2009-2010 response: The recruitment of highly effective staff will occur with processing in order to attend the Renaissance Fair (an early hire day for schools at or above 90% poverty). The school leadership teams at Franklin and Middleton showcase their school strengths and magnet attractors to recruit high quality teachers. All possible hires have to take The Haberman Screening test and have a minimal cut score in order to participate in the early hire day. District level personnel review candidate data to particularly recruit possible highly effective teachers specifically for Franklin and Middleton. All new hires at both schools have to have district approval. HCPS will use The Salary Differential Program to recruit and retain high quality teachers to the highest needs schools. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier one requires that the teacher have an overall satisfactory evaluation and be highly qualified in their position. Tier two is based on student achievement and school performance goals. HCPS is implementing The Empowering Effective Teachers Grant to retain highly qualified teachers. The district will use the funds to develop a quality new-teacher induction program that would include true mentoring relationships; improve our teacher and principal evaluation systems; enhance our professional development system; provide effective incentives for teachers who work with our highest needs students; and improve our entire compensation plan. The compensation plan is based upon a tiered career growth ladder based on peer and principal evaluations and student achievement data. More than 100 peers and mentors work with teachers in the classroom and provide ongoing feedback that will be used as part of a redesigned evaluation system. Mentors provide guidance

to new teachers, while peer evaluators are assigned to experienced teachers. The peers and mentors each have distinct roles. Peers observe teachers between two and eight times during the year and are tasked with providing insightful and consistent feedback, as well as an evaluation. In addition to the evaluation, the mentors work closely with their assigned first-year teachers to provide coaching and observational analysis of their classroom activities. Each mentor is assigned approximately 15 teachers and spends time providing guidance that helps these teachers grow professionally and enhance their skills. As part of the EET initiative, there is increase emphasis on principal classroom walkthrough and teacher evaluations with feedback. Another strategy to retain highly effective staff includes the established daily common planning time and an additional stipend paid for two extra hours a week for PLCs and Lesson Study.

2011-2012 response: The recruitment of highly effective staff will occur with processing in order to attend the Renaissance Fair (an early hire day for schools at or above 90% poverty). The school leadership team at Middleton showcase their school's strengths and magnet attractors to recruit high quality teachers. All possible hires have to take The Haberman Screening test and have a minimal cut score in order to participate in the early hire day. District level personnel review candidate data to particularly recruit possible highly effective teachers specifically for Middleton. All new hires have to have district approval. HCPS will use The Salary Differential Program to recruit and retain high quality teachers to the highest needs schools. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier one requires that the teacher have an overall satisfactory evaluation and be highly qualified in their position. Tier two is based on student achievement and school performance goals. HCPS will continue The Empowering Effective Teachers Grant to retain highly qualified teachers. The district will use the funds to develop a quality new-teacher induction program that would include true mentoring relationships; improve our teacher and principal evaluation systems; enhance our professional development system; provide effective incentives for teachers who work with our highest needs students; and improve our entire compensation plan. The compensation plan is based upon a tiered career growth ladder based on peer and principal evaluations and student achievement data. More than 100 peers and mentors work with teachers in the classroom and provide ongoing feedback that will be used as part of a redesigned evaluation system. Mentors provide guidance to new teachers, while peer evaluators are assigned to experienced teachers. The peers and mentors each have distinct roles. Peers observe teachers between two and eight times during the year and are tasked with providing insightful and consistent feedback, as well as an evaluation. In addition to the evaluation, the mentors work closely with their assigned first-year teachers to provide coaching and observational analysis of their classroom activities. Each mentor is assigned approximately 15 teachers and spends time providing guidance that helps these teachers grow professionally and enhance their skills. As part of the EET initiative, there is increase emphasis on principal classroom walkthrough and teacher evaluations with feedback. Another strategy to retain highly effective staff includes the established daily common planning time and an additional stipend paid for two extra hours a week for PLCs and Lesson Study.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement the new teacher and	Project Management	2010-2011	Reflected previously in LEA Steps for	0.00

	principal evaluations	Office		Planning and Implementing the Interventions - Empowering Effective Teachers Grant	
2	Continue the new teacher and principal evaluations	Project Management Office	2011-2012	Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00
3	Continue the new teacher and principal evaluations	Project Management Office	2012-2013	Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00
4	Implement The Salary Differential Program	General Director of Federal Programs	2010-2011	Reflected Previously in Rewards in the 1003(g) ARRA	0.00
5	Continue The Salary Differential Program	General Director of Federal Programs	2011-2012	Reflected Previously in Rewards in the 1003(g) ARRA	0.00
6	Continue The Salary Differential Program	General Director of Federal Programs	2012-2013	Reflected Previously in Rewards in the 1003(g) ARRA	0.00
7	Implement Lesson Study/PLCs	Principal	2010-2011	Reflected Previously in Rewards in the 1003(g) ARRA	0.00
8	Continue Lesson Study/PLCs	Principal	2011-2012	Reflected Previously in Rewards in the 1003(g) ARRA	0.00
9	Continue Lesson Study/PLCs	Principal	2012-2013	Reflected Previously in Rewards in the 1003(g) ARRA	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Performance Pay

(6) Implement performance pay for, at a minimum, reading and mathematics teachers in grades 4 – 10 based on Florida Comprehensive Assessment Test (FCAT) learning gains. Plans for administrators should include overall school-wide and Adequate Yearly Progress (AYP) performance of individual subgroups.

2009-2010 response: HCPS will use The Salary Differential Program to implement performance pay for all instructional staff and administrative team. All instructional staff include: classroom teachers, resource teachers/coaches, guidance counselors, social workers, and psychologists. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier one requires that the teacher have an overall satisfactory evaluation, be highly qualified in their position, and a completed and signed Individual Professional Development Plan (IPDP). Administrators must have an overall satisfactory evaluation and a completed and signed Leadership Professional Development Plan (LPDP). In alignment with Differentiated Accountability, IPDP and LPDP goals must address subgroups who did not meet AYP. Tier two is based on student achievement and school performance goals which includes high school graduation rates. Teachers and administrators are eligible for Tier II pay if their overall school grade is an A,B, or C and did not drop more than 30 school points. If the school does not meet this criteria, teachers can still be eligible for Tier II pay if they are in the top 50% of Title I ranking among teachers based on FCAT student learning gains achievement data.

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement and Continue Placement of high performing teachers	Assistant Superintendents	2010-2013/Transfer period	N/A	0.00
2		Implement of new teacher and principal evaluations	Program Management Office	2010-2011	Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00
3		Continue of new teacher and principal evaluations	Program Management Office	2011-2012	Reflected previously in LEA Steps for Planning and Implementing the	0.00

4	Continue of new teacher and principal evaluations	Program Management Office	2012-2013	Interventions - Empowering Effective Teachers Grant Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00
5	Implement The Salary Differential Program	General Director of Federal Programs	2010-2011	Reflected previously in Rewards in the 1003(g) ARRA	0.00
6	Continue The Salary Differential Program	General Director of Federal Programs	2011-2012	Reflected previously in Rewards in the 1003(g) ARRA	0.00
7	Continue The Salary Differential Program	General Director of Federal Programs	2012-2013	Reflected previously in Rewards in the 1003(g) ARRA	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

High Quality Instructional Personnel

(7) If the LEA will be replacing instructors defined as teachers with one or more academic classes in the tested areas, (reading/language arts, mathematics, and science) include as attachments the:

- a. Instructor and instructional coach listing by content area with the percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years at the current school;
- b. Percentage of instructors that will be replaced;
- c. Percentage of instructional paraprofessionals that will be replaced;
- d. Percentage of administrative staff that will be replaced, including:
 - i. Assistant principals
 - ii. Instructional Coaches
 - iii. Guidance Counselors
- e. Indicate the criteria that will be used to retain existing teachers and coaches.

- f. Indicate the criteria that will be used to recruit new teachers and coaches. NOTE: Reading and mathematics teachers and instructional coaches cannot be rehired at the school unless they are highly qualified and effective instructors and coaches, defined as 65% of their students achieving learning gains on average over a three year period. For special situations where teachers and coaches have demonstrated significant student achievement increases in the 2009-2010 school year, the individual can be considered for reassignment at the school through the demonstration of data. For teachers and coaches within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.

2009-2010 response: Prior to the 2010-2011 school year 30% of the instructional staff in core content areas were replaced. Data gathered from the new teacher evaluation (EET Grant) will be used as the criteria in which teacher effectiveness will be measured. In partnership with The University of Wisconsin HCPS will use the value added measure to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer observation, 30% evaluation from the principal and 40% student achievement data. In addition, the new evaluation system was developed based on input from focus teacher and principal groups throughout the stages of development. The value added measure, which is a predicted growth for each student in each subject, is in the developmental stage. Once implemented HCPS will have the criteria in which student growth is measured in alignment with teacher effectiveness. The District Managed Turnaround Team will use the results from the evaluation in order to analyze and align the SIG requirement of the 65% students learning gain goal. Furthermore, recruitment of teachers and coaches are screened through The Haberman screening process in which a point scale is used to measure predictable effectiveness. Coaches are screened through the Title I resource screening committees. The criteria in which coaches are screened are based on student achievement data(analyzing the 65% learning gain SIG criteria), evaluations, professional development records, and an interview process.

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Placement of highly effective teachers	Assistant Superintendents	2010-2013 Transfer period	N/A	0.00
2		Implement new teacher and principal evaluations	Program Management Office	2010-2011	Reflected previously in LEA steps for Planning and Implementing the Interventions-Empowering Effective Teachers Grant	0.00

3	Implement Haberman Screening Process	Supervisor of Teacher Recruitment	2010-2013	N/A	0.00
4	Continue new teacher and principal evaluations	Program Management Office	2011-2012	Reflected previously in LEA steps for Planning and Implementing the Interventions-Empowering Effective Teachers Grant	0.00
5	Continue new teacher and principal evaluations	Program Management Office	2012-2013	Reflected previously in LEA steps for Planning and Implementing the Interventions-Empowering Effective Teachers Grant	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Recruitment and Retention

(8) The LEA will implement the following:

- a. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. Describe the compensation structure and the LEA's criteria for defining "high-quality educators". At a minimum, this should be defined as 65% of students achieving learning gains on average over a three year period. For teachers within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.
- b. Institute a system for measuring changes in instructional practices resulting from professional development. Describe the monitoring and measurement system and how the LEA will work with the union to implement such system.
- c. Describe how the LEA will work with the union and the anticipated timelines for such negotiations.

2009-2010 response: HCPS is implementing The Empowering Effective Teachers Grant. Through EET, HCPS has designed a leading-edge teacher compensation system that awards large salary increases based on sustained performance and progress up the career ladder, rather than years of experience. Performance levels will be tied to a more valid and reliable 3-year average of student learning gains. In partnership with The University of Wisconsin HCPS will

use the value added measure to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer observation, 30% evaluation from the principal and 40% student achievement data. The value added measure, which is a predicted growth for each student in each subject, is in the developmental stage. Once implemented HCPS will have the criteria in which student growth is measured in alignment with teacher effectiveness. The District Managed Turnaround Team will use the results from the evaluation in order to analyze and align the SIG requirement of the 65% students learning gain goal. In addition, HCPS will use The Salary Differential Program to recruit and retain high quality teachers to the highest needs schools. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier one requires that the teacher have an overall satisfactory evaluation, be highly qualified in their position, and a completed and signed Individual Professional Development Plan (IPDP). Administrators must have a overall satisfactory evaluation and a completed and signed Leadership Professional Development Plan (LPDP). In alignment with Differentiated Accountability, IPDP and LPDP goals must address subgroups who did not meet AYP. Tier two is based on student achievement and school performance goals which includes high school graduation rates. Teachers and administrators are eligible for Tier II pay if their overall school grade is an A,B, or C and did not drop more than 30 school points. If the school does not meet this criteria, teachers can still be eligible for Tier II pay if they are in the top 50% of percentile ranking among teachers based on student achievement data. At the end of the school year, teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so are removed. The system for measuring changes in instructional practices resulting from professional development is the HCPS Professional Development System(PDS). PDS is the system that manages registration, in-service records, evaluations, and follow-up implementation after the training. HCPS is in the process of enhancing the system by prescribing professional development based on student achievement data. The LEA and union have already negotiated and agreed to the terms in The EET Grant ,The Salary Differential Program, and PDS.

2011-2012 response: HCPS will continue The Empowering Effective Teachers Grant. Through EET, HCPS has designed a leading-edge teacher compensation system that awards large salary increases based on sustained performance and progress up the career ladder, rather than years of experience. Performance levels will be tied to a more valid and reliable 3-year average of student learning gains. In partnership with The University of Wisconsin HCPS will use the value added measure to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer observation, 30% evaluation from the principal and 40% student achievement data. The value added measure, which is a predicted growth for each student in each subject, will be implemented in the 2011-2012 school year. HCPS will have the criteria in which student growth is measured in alignment with teacher effectiveness. The District Managed Turnaround Team will use the results from the evaluation in order to analyze and align the SIG requirement of the 65% students learning gain goal. In addition, HCPS will use The Salary Differential Program to recruit and retain high quality teachers to the highest needs schools. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier one requires that the teacher have an overall satisfactory evaluation, be highly qualified in their position, and a completed and signed Individual Professional Development Plan (IPDP). Administrators must have a overall satisfactory evaluation and a completed and signed Leadership Professional Development Plan (LPDP). In alignment with Differentiated

Accountability, IPDP and LPDP goals must address subgroups who did not meet AYP. Tier two is based on student achievement and school performance goals which includes high school graduation rates. Teachers and administrators are eligible for Tier II pay if their overall school grade is an A,B, or C and did not drop more than 30 school points. If the school does not meet this criteria, teachers can still be eligible for Tier II pay if they are in the top 50% of percentile ranking among teachers based on student achievement data. At the end of the school year, teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so are removed. The system for measuring changes in instructional practices resulting from professional development is the HCPS Professional Development System(PDS). PDS is the system that manages registration, in-service records, evaluations, and follow-up implementation after the training. HCPS is in the process of enhancing the system by prescribing professional development based on student achievement data. The LEA and union have already negotiated and agreed to the terms in The EET Grant ,The Salary Differential Program, and PDS.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1	Develop criteria for performance levels		Project Management Office	2010-2011	Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00
2		Implement criteria for performance levels	Project Management Office	2011-2012	Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00
3		Continue criteria for performance levels	Project Management Office	2012-2013	Reflected previously in LEA Steps for Planning and Implementing the Interventions - Empowering Effective Teachers Grant	0.00
4		Implement The Salary Differential Program	General Director of Federal Programs	2010-2011	Reflected previously in Rewards in 1003(g) ARRA	0.00

5	Continue The Salary Differential Program	General Director of Federal Programs	2011-2012	Reflected previously in Rewards in 1003(g) ARRA	0.00
6	Continue The Salary Differential Program	General Director of Federal Programs	2012-2013	Reflected previously in Rewards in 1003(g) ARRA	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Instructional Program

b) Describe the comprehensive instructional reform strategies that will be implemented. The LEA must describe how it will:

1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. Include a description of the research base that supports its effectiveness with high-poverty, at risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program.

2009-2010 response: **READING:** Reform strategies include FCIM, Project CRISS, Balanced Literacy and Differentiated Instruction. Data will be analyzed by individual teachers, by PLCs, the site's Reading Leadership Team and the site's PSLT team to determine individual student, class, and school-wide instructional strengths and weaknesses. Changes in instruction will be monitored through the Scaffolded Discussion Templates administered in reading classes, teacher-developed assessments, and administrative walk-throughs. The school leadership team and district staff are in the process of analyzing the instructional program for students in intensive reading classes. Effective research based programs will be analyzed to meet the needs of our highest needs students in reading. Once a supportive research based program is selected, it will be implemented within the reading program. **MATH:** Instructional materials for use in the mathematics classrooms have been reviewed at the state and district level, and the research based materials are vertically aligned to state standards. In addition, the use of essential questions and/or objective has extensive research supporting it's effective use in the classroom. FCAT practice tests are given during the first three quarters. The use of mini-lessons and other changes in instruction will be monitored by the department head. Students needing additional instruction will be recommended for the after school learning program. When needed students will be placed in IM in addition to their regular mathematics courses. Algebra 1A students will use the research based I CAN LEARN program which allows them to work at their own pace. **WRITING:** Comprehensive writing instruction emphasizes the recursive process of writing (planning, drafting, revising, editing, publishing) as well as the student product (outcome). Englert, Raphael, Anderson, Anthony, and Stevens (1991) found that expository writing improved in high-achieving students, low-achieving students, and students with learning disabilities after training in the writing process (prewriting/planning, drafting, revising, editing,

and publishing). Graham and Harris (2005) found that if students were introduced to planning strategies as part of the writing process their knowledge about writing, their motivation to write, and the quality of their writing all improved. When students were asked to revisit their prior work and think about comprehensibility from the perspective of the audience for the piece, they were able to edit and revise more effectively (Beal, 1996). SCIENCE: All science teachers will plan lessons using the 5-E instructional model. Revision of curriculum guides in science will include “enduring understandings” and “essential questions” to guide instructional practice and align with learning objectives from middle and elementary levels. Professional development with curriculum alignment will occur during common planning time.

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement and continue Reading Curriculum Support	Principal/Reading Coach	2010-2013	N/A	0.00
2		Implement and continue Math Curriculum Support	Principal/Math Coach	2010-2013	N/A	0.00
3		Implement and continue Science Curriculum Support	Principal/Science Coach	2010-2013	N/A	0.00
4		Implement and continue Writing Curriculum Support	Principal/Supervisor of Secondary Language Arts	2010-2013	N/A	0.00
5		Purchase Instructional Supplies	Principal	2010-2011	1003(g)	826.00
6		Purchase Instructional Supplies	Principal	2011-2012	1003(g)	1000.00
7		Purchase Instructional Supplies	Principal	2012-2013	1003(g)	1000.00
8		Purchase Instructional Supplies	Principal	2010-2011	1003(g) ARRA	4974.00
9		Purchase Instructional	Principal	2011-2012	1003(g) ARRA	10195.00

	Supplies				
10	Purchase Instructional Supplies	Principal	2012- 2013	1003(g) ARRA	10195.00
11	Analyze research based programs for Level 1 and 2 Readers	School Administrative Team and District Personnel	2010	Title I	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Continuous Use of Individualized Student Data

(2) Promote the continuous use of individualized student data (such as interim and summative assessments) to inform and differentiate instruction to meet the needs of individual students through implementation of the Florida Continuous Improvement Model. Describe how the school will use data to:

- a. Inform instruction: describe the interim and summative assessments that will be used, the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored; and
- b. Differentiate instruction: describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.
- c. Describe the specific training and follow-up that will be provided to support the implementation of the Florida Continuous Improvement Model.

2009-2010 response: In the area of Language Arts/Reading, Math, and Science, Common Assessments are given in the core curriculum every 2-4 weeks, and writing prompts will be given monthly. PLCs will identify and build their own Common Formative Assessments using district-adopted assessment materials or Scantron Testing Bank of questions. Tier 2 and Tier 3 interventions include bi-weekly progress reports to parents, Data chats with students every three, lunch and learn, ELP tutoring before or after school, ELP tutoring during school, progress monitoring assessment, AVID elective, developmental reading, progress recognition program, SES, regrouping of students, and students chart their own student progress and set goals. Students selected for AVID is based on student data criteria in the areas of: a student interview, parent involvement, FCAT academic data, and attendance data. The Reading resource teacher offers intensive instruction, working daily with a small group or 3-4 students. Students not mastering the targeted skills (the other 20-25%) will receive differentiated instruction using alternative teaching strategies. Principal, Assistant Principal(s) and Instructional Coaches monitor the components of the FCIM through classroom and PLC walkthroughs, PLC logs and attending Leadership Team meetings. Instructional Coaches assist teachers with providing

instruction by modeling as well as whole group or one-on-one support. The Leadership Team, Administration and Instructional Coaches monitor Administration-student data chats every nine weeks, Teacher-student data chats every month, Data Notebooks, and Student Portfolios; and Students chart their own progress bi-weekly. The leadership team shares the progress of lesson alignment, use of effective teaching, results of Common Assessments, district-level assessments and implementation of the Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments. Through progress monitoring and the school improvement process data will be analyzed and instruction modified, if needed, through the quarterly SIP fidelity checks. In addition, FOCUS meetings will be conducted to monitor and adjust specific strategies based on student needs. FCIM training was implemented at the Region IV DA Summer Academy and follow-up training occurred in pre-planning and will continue through PLCs. Additional training and support will be provided by district content supervisors and The Region IV FDOE Support Team.

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Conduct and Attend FOCUS Meetings	General Director of Secondary Education and Principal	2010-2013 bi-weekly	N/A	0.00
2		Conduct and Attend Region IV Meetings	General Director of Federal Programs and Principal	2010-2013 monthly	N/A	0.00
3		Continue Reading Curriculum Support	Supervisor, Reading Secondary Education	2010-2013	N/A	0.00
4		Continue Math Curriculum Support	Supervisor, Math Secondary Education	2010-2013	N/A	0.00
5		Continue Reading Science Support	Supervisor, Science Secondary Education	2010-2013	N/A	0.00
6		Continue Reading Writing Support	Supervisor, Writing Secondary Education	2010-2013	N/A	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Periodic Reviews of Curriculum

(3) The LEA will implement the following:

- a. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.

2009-2010 response: Periodic curriculum reviews will begin with weekly walkthroughs by the school administrative team. The school has a walkthrough schedule which outlines the classroom and teachers to be observed. The strategies in which observations will be based upon are detailed in the School Improvement Plan and revised based on the quarterly (fall, winter, and spring) FDOE instructional reviews. The observations include the alignment between the professional development activities and the action steps within the SIP. Curriculum review data, as a result of walkthrough data, will be reported to the district content supervisors for a review in curriculum if needed. The curriculum reviews consist of analyzing of student achievement data , SIP strategies and implementation, and curriculum alignment within core content areas. Furthermore, through progress monitoring and the school improvement process data will be analyzed and instruction modified, if needed, through the quarterly SIP fidelity checks. Updates in curriculum will be reported to, The General Director of Federal Programs(The Turnaround Leader), The General Directors and shared at FOCUS meetings with district and school personnel.

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Conduct and Attend FOCUS Meetings	General Director of Secondary Education and Principal	2010-2013 bi-weekly	N/A	0.00
2		Conduct and Attend Region IV Monthly Meetings	General Director of Federal Programs and Principal	Quarterly	N/A	0.00
3		Conduct Walkthroughs	School Administrative Team	weekly	N/A	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Response to Intervention/Instruction (RtI) Mode

(b) Implement a schoolwide Response to Intervention/Instruction (RtI) model. Describe how RtI will be implemented and the professional development that will be provided to school staff.

2009-2010 response: The RtI Leadership team is referred to as the Problem Solving Leadership Team. The team consists of the following members: Principal, Assistant Principal for Curriculum, Assistant Principal for Administration, Guidance Counselor, School Psychologist, Social Worker, Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis), ESE teacher, Subject Area Leaders/Department heads, SAC Chair, ELP Coordinator, and ELL Representative. The staff received overview training over the course of several faculty meetings during the 2009-2010 school year. The Problem Solving Leadership Team members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school

improvement efforts. The Team will work to align the efforts of other school teams that may be addressing similar identified issues. As the District's Problem Solving Team (District RtI) develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Middleton will invite the area RtI Facilitator to visit quarterly to review progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation. The purpose of the PSLT in the two schools will ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve annual yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

2011-2012 response: The RtI Leadership team is referred to as the Problem Solving Leadership Team. The team consists of the following members: Principal, Assistant Principal for Curriculum, Assistant Principal for Administration, Guidance Counselor, School Psychologist, Social Worker, Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis), ESE teacher, Department heads, SAC Chair, ELP Coordinator, and ELL Representative. The staff received overview training over the course of several faculty meetings during the 2009-2010 school year. The Problem Solving Leadership Team members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Team will work to align the efforts of other school teams that may be addressing similar identified issues. As the District's Problem Solving Team (District RtI) develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Middleton will invite the area RtI Facilitator to visit quarterly to review progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation. The purpose of the PSLT in the two schools will ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve annual yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement and continue Faculty Completion of the PS/RtI Skills Survey	Principal	2010-2013 twice a year	N/A	0.00
2		Conduct and Attend PS/RtI Meeting	Middleton Leadership Team	2010-2013 weekly	N/A	0.00
3		Conduct and Attend Quarterly Review of RtI Process	Area RtI Facilitator	2010-2013 quarterly	N/A	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Least Restrictive Environment

(c) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

2009-2010 response: Multidisciplinary teams of education professionals(ESE, general education,resource teachers and school administration) work with each student and his/her parents to determine which services best meet the student’s needs. The resource teachers, along with other staff members, meet the needs of individual students through the teaching of learning strategies, individual skill development, group instruction, and consultation with general education teachers, and they can also provide resource room support and support within the general education classes when necessary as determined by the IEP team. LEP students develop English language proficiency in the areas of speaking, reading, writing, and listening within specific ESOL classes. In order to support teachers and principals in best practices for students, job-embedded professional development is implemented for all faculty. Monitoring, implementation, and professional development of LRE will be conducted by the school leadership team with support from the Area 4 ESE Supervisor, ESOL Supervisor, and RtI Coach. Specific job-embedded professional development occurred during pre-planning and will continue through PLCs. ESOL and ESE teachers participate in PLCs through content specific teams. FOCUS meetings between district and school personnel monitor and revise strategies based on student data.

2011-2012 response: Multidisciplinary teams of education professionals (ESE, general education, resource teachers and school administration) work with each student and his/her parents to determine which services best meet the student’s needs. The resource teachers, along with other staff members, meet the needs of individual students through the teaching of learning strategies, individual skill development, group instruction, and consultation with general education teachers, and they can also provide resource room support and support within the

general education classes when necessary as determined by the IEP team. LEP students develop English language proficiency in the areas of speaking, reading, writing, and listening within specific ESOL classes. In order to support teachers and principals in best practices for students, job-embedded professional development is implemented for all faculty. Monitoring, implementation, and professional development of LRE will be conducted by the school leadership team with support from the Area 4 ESE Supervisor, ESOL Supervisor, and RtI Coach. Specific job-embedded professional development occurred during pre-planning and will continue through PLCs. ESOL and ESE teachers participate in PLCs through content specific teams. FOCUS meetings between district and school personnel monitor and revise strategies based on student data.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Attend FOCUS Meetings	Principal and Director of Exceptional Education	2010-2013 bi-weekly	N/A	0.00
2		Attend FOCUS Meetings	Principal and Supervisor of ESOL	2010-2013 bi-weekly	N/A	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Technology-Based Supports and Interventions

(d) Use and integrate technology-based supports and interventions as part of the instructional program.

2009-2010 response: Technology based support and interventions as a part of the instructional program are utilized at Middleton High School in all classrooms as well as in technology magnet courses. LCD projectors, SmartBoards, ELMOs, laptops, and demonstration carts are standard technology equipment for teachers to support instruction in the classroom. MHS has an abundance of computer labs to support curriculum and instruction. Three business labs are utilized to support the magnet curriculum in gaming, business classes, and digital web design. Two labs support the engineering department one lab, of which is a portable lab with laptop computers. Two additional labs are used for computer systems and technology. To improve the graduation rate, two computer labs are used for IMPACT Credit Recovery and an additional lab for Florida Virtual School. Reading curriculum, Read 180 and The Academy of Reading are utilized for Level 1 and 2 readers within two computer labs. The FAST Forward computer lab is utilized for ESE students in reading. MHS also has the ICAN Learn lab to support math curriculum and a portable computer lab to support science instruction. Furthermore, MHS had two high stakes testing labs added to support testing such as FAIR. The media center has a computer lab to support all teachers and students with all curriculum. The Success Center at MHS contains a computer lab specifically for college and career support. Equipment for technology support for STEM will be purchased with SIG funds. Technology based support is implemented through the use of the technology specialist at Middleton High School. The

technology specialists supports teachers through job-embedded professional development in order to support the instructional program. Currently, the district is working with the MHS administrative team to hire a highly effective technology specialist to support all of the technology needs.

2011-2012 response: Technology based support and interventions as a part of the instructional program are utilized at Middleton High School in all classrooms as well as in technology magnet courses. LCD projectors, SmartBoards, ELMOS, laptops, and demonstration carts are standard technology equipment for teachers to support instruction in the classroom. MHS has an abundance of computer labs to support curriculum and instruction. Three business labs are utilized to support the magnet curriculum in gaming, business classes, and digital web design. Two labs support the engineering department one lab, of which is a portable lab with laptop computers. Two additional labs are used for computer systems and technology. To improve the graduation rate, two computer labs are used for IMPACT Credit Recovery and an additional lab for Florida Virtual School. Reading curriculum, Read 180 and The Academy of Reading are utilized for Level 1 and 2 readers within two computer labs. The FAST Forward computer lab is utilized for ESE students in reading. MHS also has the ICAN Learn lab to support math curriculum and a portable computer lab to support science instruction. Furthermore, MHS had two high stakes testing labs added to support testing such as FAIR. The media center has a computer lab to support all teachers and students with all curriculum. The Success Center at MHS contains a computer lab specifically for college and career support. Equipment for technology support for STEM will be purchased with SIG funds. In addition, Middleton will add an additional dual enrollment class in partnership with The University of South Florida, in the Engineering Department. SIG will support transportation of students to USF, to the STEM competition, and USF personnel . Technology based support is implemented through the use of the technology specialist at Middleton High School. The technology specialists supports teachers through job-embedded professional development in order to support the instructional program.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Purchase STEM Support Equipment	Principal	2010-2011	1003(g) ARRA	3575.00
2		Purchase STEM Support Equipment	Principal	2011-2012	1003(g) ARRA	10806.00
3		Purchase STEM Support Equipment	Principal	2012-2013	1003(g) ARRA	10806.00
4		Contract With USF for STEM course	APC	2011-2012	1003(g) ARRA	10000.00
5		Contract With USF for STEM course	APC	2012-2013	1003(g) ARRA	10000.00
6		Provide Transportation for Students to Attend USF Outreach STEM course	APC	2011-2012	1003(g) ARRA	600.00
7		Provide Transportation for Students to Attend USF	APC	2012-2013	1003(g) ARRA	600.00

	Outreach STEM course				
8	Provide Transportation for Students to Attend STEM Out of County Competitions	APC	2011-2012	1003(g) ARRA	2000.00
9	Provide Transportation for Students to Attend STEM Out of County Competitions	APC	2012-2013	1003(g) ARRA	2000.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Enrollment in Advanced Coursework

(e) In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, thematic learning academies, or career academies for STEM that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. Describe the specific model(s) that will be implemented, the timeframe for implementation, how the model(s) will provide appropriate supports for low-achieving students, and the professional development that will be provided. Also describe the programs that will be used to develop college and career ready skills of at risk students especially those returning from Department of Juvenile Justice (DJJ).

2009-2010 response: Middleton High is a magnet school for Pre-Collegiate Academy for STEM. STEM Magnet Programs at MHS specialize in: scientific research (biotechnology and environmental studies), information technology (academy of computer game design, computer systems, digital and web design), and engineering. Rigorous coursework that will be offered to ensure that low-achieving students can take advantage of these offerings include twenty-five AP classes and AVID. The magnet and AVID models will be implemented with the support of district magnet and academic program supervisors. Students will be individually placed in the programs based on their individual needs and interests. Additionally, HCPS uses the SILK program which uses a criteria based system to schedule students in appropriate classes. The criteria is based on student FCAT scores, course pre-requisites, and student course history. Job-embedded professional development will be provided with support from the district Magnet and AVID offices. The DJJ and School Board agree to coordinate the preparation and planning for student movement in and between programs, involving educational, facility, and aftercare staff in addition to other appropriate personnel, and program or agency representatives. Transition is the driving force behind the youth performance contract and educational plan, where emphasis is placed on change as opposed to compliance; therefore what the student learns at the facility is solidified so that he or she can apply it effectively to home, school and community.

2011-2012 response: Middleton High is a magnet school for Pre-Collegiate Academy for

STEM. STEM Magnet Programs at MHS specialize in: scientific research (biotechnology and environmental studies), information technology (academy of computer game design, computer systems, digital and web design), and engineering. In addition, Middleton will add an additional dual enrollment class in partnership with The University of South Florida, in the Engineering Department. SIG will support transportation of students to USF, to the STEM competition, and USF personnel. Rigorous coursework that will be offered to ensure that low-achieving students can take advantage of these offerings include twenty-five AP classes and AVID. The magnet and AVID models will be implemented with the support of district magnet and academic program supervisors. Students will be individually placed in the programs based on their individual needs and interests. Additionally, HCPS uses the SILK program which uses a criteria based system to schedule students in appropriate classes. The criteria is based on student FCAT scores, course pre-requisites, and student course history. Job-embedded professional development will be provided with support from the district Magnet and AVID offices. The DJJ and School Board agree to coordinate the preparation and planning for student movement in and between programs, involving educational, facility, and aftercare staff in addition to other appropriate personnel, and program or agency representatives. Transition is the driving force behind the youth performance contract and educational plan, where emphasis is placed on change as opposed to compliance; therefore what the student learns at the facility is solidified so that he or she can apply it effectively to home, school and community. Contract with USF for dual enrollment course (\$10,000), Equipment \$10,806, Supplies (reflected previously), Transportation to USF for dual enrollment course \$600, Charter bus transportation for STEM competition \$2000.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Attend Magnet program/preplanning	Supervisor of Magnet Programs and Principal	2010-2013	Magnet	0.00
2		Attend AVID meeting	Supervisor of Academic Programs and Principal	2010-2013	N/A	0.00
3		Implement and continue DJJ transition	Supervisor of N&D and Principal	2010-2013	N/A	0.00
4		Purchase Classroom Supplies	Principal	2010-2011	Reflected Previously in Instruction in 1003(g) ARRA	0.00
5		Purchase Classroom Supplies	Principal	2011-2012	Reflected Previously in Instruction in 1003(g) ARRA	0.00
6		Purchase Classroom	Principal	2012-	Reflected	0.00

	Supplies		2013	Previously in Instruction in 1003(g) ARRA	
7	Purchase Equipment for STEM program	AP Magnet Curriculum	2011-2012	Reflected previously in Technology-Based Supports and Interventions	0.00
8	Purchase Equipment for STEM program	AP Magnet Curriculum	2012-2013	Reflected previously in Technology-Based Supports and Interventions	0.00
9	Implement USF Contract	AP Magnet Curriculum	2011-2012	Reflected previously in Technology-Based Supports and Interventions	0.00
10	Continue USF Contract	AP Magnet Curriculum	2012-2013	Reflected previously in Technology-Based Supports and Interventions	0.00
11	Provide transportation to USF	AP Magnet Curriculum	2011-2012	Reflected previously in Technology-Based Supports and Interventions	0.00
12	Provide transportation to USF	AP Magnet Curriculum	2012-2013	Reflected previously in Technology-Based Supports and Interventions	0.00
13	Provide transportation for STEM Competitions	AP Magnet Curriculum	2011-2012	Reflected previously in Technology-Based Supports and Interventions	0.00
14	Provide transportation for STEM Competitions	AP Magnet Curriculum	2012-2013	SIG 1003(g) ARRA	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Student Transition

(f) In secondary schools, improve student transition from elementary to middle and middle to high school through summer transitional programs or freshman academies. Describe the specific model to be implemented, the target population, design of the program, and the required staff qualifications.

2009-2010 response: Middleton implements the GAP(Greater Access Plan)Camp for incoming 9th grade students. The four day camp, before the start of the school year, supports the successful transition of rising 9th graders, especially AVID students, into the high school environment. Furthermore, GAP educates students of the school's AP program, Bright Futures, college/university requirements, and to increase student success in the AP Human Geography course and on exam performance. The staff qualifications for the program are highly qualified teachers at Middleton. In order to improve student transition from middle to high school, HCPS is in the process of developing a 9th grade summer academy to be implemented the summer of 2011. The new model will target middle feeder schools and a criteria will be developed to ensure a high quality program. The planning stages have already begun and will continue through the Spring of 2011.

2011-2012 response: Middleton implements the GAP(Greater Access Plan)Camp for incoming 9th grade students. The four day camp, before the start of the school year, supports the successful transition of rising 9th graders, especially AVID students, into the high school environment. Furthermore, GAP educates students of the school's AP program, Bright Futures, college/university requirements, and to increase student success in the AP Human Geography course and on exam performance. The staff qualifications for the program are highly qualified teachers at Middleton. In order to improve student transition from middle to high school, HCPS is in the process of developing a 9th grade summer academy to be implemented the summer of 2011. The new model will target middle feeder schools and a criteria will be developed to ensure a high quality program. In the 2011-2012, year The Freshman Summer Academy will continue to be implemented. In addition, a t-payroll unit will be added for the 9th Grade Advisor to support the RtI process within 9th grade transition. SIG will also fund postage for mail outs to parents of 9th graders to inform them of specific Freshman events such as the summer academy. The freshman peer Counseling/Transition Semester Course will be offered to support incoming freshman with skills for them to be successful students:.5 units x 2 teachers x \$23,000 plus 35.07% fringe (\$16,132): \$62,132, supplies \$1000, Postage \$912, Advisor: 2 hrs wk x 36 wks x hourly rate \$32 (\$2,304) plus 19.68% fringe (\$453): \$2,757, Transition Camp: 11 Teachers @ hourly rate (\$32) x 72 hrs (\$25,344) plus 19.68% fringe (\$4,987), \$30,331

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1	Design 9th Grade Summer Academy		Principal	2010-2011	N/A	0.00
2		Implement 9th Grade Summer Academy	Principal	2011-2012	1003(g) ARRA	30331.00

3	Continue 9th Grade Summer Academy	Principal	2012-2013	1003(g) ARRA	30331.00
4	Implement Advisory Class	Principal	2011-2012	1003(g)	62132.00
5	Continue Advisory Class	Principal	2012-2013	1003(g)	62132.00
6	Implement 9th Grade Advisor	Principal	2011-2012	1003(g) ARRA	2757.00
7	Continue 9th Grade Advisor	Principal	2012-2013	1003(g) ARRA	2757.00
8	Fund postage for incoming 9th grade mailouts to parents	APC	2011-2012	1003(g) ARRA	650.00
9	Fund postage for incoming 9th grade mailouts to parents	APC	2012-2013	1003(g) ARRA	650.00
10	Fund postage for incoming 9th grade mailouts to parents	APC	2011-2012	1003(g)	912.00
11	Fund postage for incoming 9th grade mailouts to parents	APC	2012-2013	1003(g)	912.00
12	Fund supplies for Advisory Class	APC	2011-2012	Reflected previously in Instructional Program	0.00
13	Fund supplies for Advisory Class	APC	2012-2013	Reflected previously in Instructional Program	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Increase Graduation Rates

(g) Increase graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance assessments, and acceleration of basic reading and mathematic skills. Identify the specific strategy (ies) to be implemented, how the strategy (ies) will be implemented, and the staff qualifications for providing instruction in such programs.

2009-2010 response: The processes that will be utilized to increase the graduation rate is Early Warning Systems and the PS/RtI. Through data disaggregation, specific strategies will be

implemented based on student need and the tiers of interventions. There will be a special focus on incoming freshman to prevent a lack of credits and support toward graduation. Specific strategies utilized to increase the graduation rate at Middleton include: IMPACT Credit Recovery Program, FL Virtual School, and Night School. MHS has two computer labs specifically for the IMPACT Credit Recovery Program, one computer lab for FL Virtual School, and an additional lab for Credit Recovery. The Success Lab, at MHS, is utilized to support students in college and career guidance by providing them with a computer lab specifically for information in college applications, resumes, and career information. The Leadership Team and guidance counselors will strategically analyze student data to ensure graduation requirements and interventions for all students.

2011-2012 response: The processes that will be utilized to increase the graduation rate is Early Warning Systems and the PS/RtI. Through data disaggregation, specific strategies will be implemented based on student need and the tiers of interventions. There will be a special focus on incoming freshman to prevent a lack of credits and support toward graduation. In the 2011-2012, year The Freshman Summer Academy will continue to be implemented. In addition, a t-payroll unit will be added for the 9th Grade Advisor to support the RtI process within 9th grade transition. SIG will also fund postage for mail outs to parents of 9th graders to inform them of specific Freshman events such as the summer academy. The freshman peer Counseling/Transition Semester Course will be offered to support incoming freshman with skills for them to be successful students. Specific strategies utilized to increase the graduation rate at Middleton include: IMPACT Credit Recovery Program, FL Virtual School, and Night School. MHS has two computer labs specifically for the IMPACT Credit Recovery Program, one computer lab for FL Virtual School, and an additional lab for Credit Recovery. The Success Lab, at MHS, is utilized to support students in college and career guidance by providing them with a computer lab specifically for information in college applications, resumes, and career information. The Leadership Team and guidance counselors will strategically analyze student data to ensure graduation requirements and interventions for all students. Guidance .75 unit (\$36,000) plus 35.07% fringe (\$12,625)=\$48,625, postage \$912, .5 units x 2 teachers x \$23,000 plus 35.07% fringe (\$16,132): \$62,132, Advisor: 2 hrs wk x 36 wks x hourly rate \$32 (\$2,304) plus 19.68% fringe (\$453): \$2,757

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Analyze Early Warning System	The Leadership Team	July/August 2010, 2011 and 2012	N/A	0.00
2		Attend PS/RtI Meetings	Principal	2010-2013 weekly	N/A	0.00
3		Continue Guidance Counselor	Principal	2011-2012	1003(g)	48625.00
4		Continue Guidance Counselor	Principal	2012-2013	1003(g)	48625.00
5		Postage for parent notifications from	Counselor	2011-2013	Reflected previously in	0.00

	guidance			Student Transition	
6	Implement Peer Counseling/Transition Course	Principal	2011-2012	Reflected previously in Student Transition	0.00
7	Continue Peer Counseling/Transition Course	Principal	2012-2013	Reflected previously in Student Transition	0.00
8	Implement t-payroll Advisor	Principal	2011-2012	Reflected previously in Student Transition	0.00
9	Continue t-payroll Advisor	Principal	2012-2013	Reflected previously in Student Transition	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Early-Warning Systems

(h) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

2009-2010 response: The early warning system has been created using the following criteria established by the school leadership team and the Area 4 RtI Facilitator: based upon a composite of Early Warning Systems Data, students were identified on track for graduation, off-track for graduation or at risk of becoming off-track for graduation through Academic Warning signs as well as Engagement warning signs. The Academic and Engagement Warning Signs for Cohort 2011-2013 are: On Track students will meet the following criteria: 3 ½ credits per semester with a GPA greater than 2 and 96% or higher attendance. At Risk students were identified meeting at least 1 of the following criteria: Earned between 2 and 3 credits per semester, GPA between 1.5 and 2.0 and 71% to 95% attendance. Off Track students were identified as earning less than 2 credits per semester, GPA less than 1.5 and less than 70% attendance. The 2014 (9th grade) cohort students who are on track will meet the following criteria: Level 3 and above on FCAT (Reading and Math focus), earned 1 or more credits and have 96% or better attendance. At risk students demonstrate concern in at least 1 area, including: Level 2 on FCAT (focus on Reading), earned 1 or more credits and attendance is between 71% and 95%. Off Track students demonstrate at least 2 of the concerned areas including Level 1 on FCAT (more focus on Reading) earned no credits and have less than 70% attendance. The following data was compiled: Cohort 2014, 35% on track, 42% at risk and 23% off track; Cohort 2013, 43% on track, 44% at risk and 13% off track; cohort 2012, 49% on track, 35% at risk and 16% off track;

and Cohort 2011 reflects 54% on track, 28% at risk and 18% off track. The early warning system utilized to identify students who are at risk will be strengthened in Middleton's Problem Solving/Response to Intervention Team. The PS/RtI Leadership Team will evaluate absences, tardies, credits, referrals, and achievement data to determine the highest needs students. Furthermore, students will be strategically placed on a tiering system based on their individual needs. The PS/RtI Leadership team will develop strategies and interventions to meet the needs of the students based on their tier. Additional resource support will be provided by the Student Intervention Specialist and an additional half unit (to make a full time unit) of a guidance counselor both funded by the SIG. The purpose of the additional personnel is to counsel individual students, within the tiering system, and consult with students regarding their plan to meet graduation requirements. The particular focus is on the incoming 9th grade students and current 10th grade students where each student will be analyzed and placed on a tier of interventions.

2011-2012 response: The early warning system has been created using the following criteria established by the school leadership team and the Area 4 RtI Facilitator: based upon a composite of Early Warning Systems Data, students were identified on track for graduation, off-track for graduation or at risk of becoming off-track for graduation through Academic Warning signs as well as Engagement warning signs. The Academic and Engagement Warning Signs for Cohort 2011-2013 are: On Track students will meet the following criteria: 3 ½ credits per semester with a GPA greater than 2 and 96% or higher attendance. At Risk students were identified meeting at least 1 of the following criteria: Earned between 2 and 3 credits per semester, GPA between 1.5 and 2.0 and 71% to 95% attendance. Off Track students were identified as earning less than 2 credits per semester, GPA less than 1.5 and less than 70% attendance. The 2014 (9th grade) cohort students who are on track will meet the following criteria: Level 3 and above on FCAT (Reading and Math focus), earned 1 or more credits and have 96% or better attendance. At risk students demonstrate concern in at least 1 area, including: Level 2 on FCAT (focus on Reading), earned 1 or more credits and attendance is between 71% and 95%. Off Track students demonstrate at least 2 of the concerned areas including Level 1 on FCAT (more focus on Reading) earned no credits and have less than 70% attendance. The following data was compiled: Cohort 2014, 35% on track, 42% at risk and 23% off track; Cohort 2013, 43% on track, 44% at risk and 13% off track; cohort 2012, 49% on track, 35% at risk and 16% off track; and Cohort 2011 reflects 54% on track, 28% at risk and 18% off track. The early warning system utilized to identify students who are at risk will be strengthened in Middleton's Problem Solving/Response to Intervention Team. The PS/RtI Leadership Team will evaluate absences, tardies, credits, referrals, and achievement data to determine the highest needs students. Furthermore, students will be strategically placed on a tiering system based on their individual needs. The PS/RtI Leadership team will develop strategies and interventions to meet the needs of the students based on their tier. Additional resource support will be provided by the Student Intervention Specialist (funded by Title 1) and an additional .75 unit (to make a full time unit) of a guidance counselor funded by the SIG. The purpose of the additional personnel is to counsel individual students, within the tiering system, and consult with students regarding their plan to meet graduation requirements. The particular focus is on the incoming 9th grade students and current 10th grade students where each student will be analyzed and placed on a tier of interventions.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1	Early Warning systems criteria set		Principal/Area RtI Facilitator	August 2010	District	0.00
2		Criteria Data gathered for each student	Principal/Area RtI Facilitator	September 2010	District	0.00
3		Place students on a tiering system	Principal/Area RtI Facilitator	September 2010	District	0.00
4		Develop strategies and interventions based on students' tiers	Principal/Area RtI Facilitator	Weekly 2010-2013	District	0.00
5		Additional support from Guidance Counselor	Principal	Daily	Reflected previously in Increase Graduation Rates	0.00
6		Continue Additional support from Guidance Counselor	Principal	Daily	Reflected previously in Increase Graduation Rates	0.00
7		Continue Student Intervention Specialist	Principal	Daily 2011-2013	Title 1	65000.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Time for Instruction in Core Academic Subjects

c) Describe the implementation of increased learning time and the creation of community-oriented schools. Increased learning time means a longer school day, week, or year schedule to significantly increase the total number of schools hours. The LEA must describe how it will:

- (1) Provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The LEA must identify the amount of time the school day or year will be expanded or the amount of instructional time that will be increased, identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.

2009-2010 response: To provide increased instructional time for all students Extended Learning Program (ELP) opportunities will be offered, in core academic subjects, twice a week for an hour. Specific ELP subject areas of support include: Math, Reading, Science, Social Studies, and Language Arts. In addition, the Saturday Academy will be implemented each month for three hours. Saturday Academy will begin in September for a 5 consecutive week period to assist students in Credit Recovery and FCAT Retake preparation. Saturday will continue after December for another five week period to continue to provide extras support with Credit Recovery and FCAT preparation. The District Managed Turnaround Team will work with the School Leadership Team to create a way to increase learning time through the means of a longer school day, week, or year to meet the specific SIG requirements. The District Managed Turnaround Team will work with the Union and School Board to negotiate any contractual issues regarding the plan. When the establishment of extended learning time is created, The District Managed Turnaround Team will work with the School Leadership Team to notify the students, parents and community of the extended learning opportunity through the use of ParentLink, parent letters, and school websites.

2011-2012 response: To provide increased instructional time for all students Extended Learning Program (ELP) opportunities will be offered, in core academic subjects, twice a week for an hour. Specific ELP subject areas of support include: Math, Reading, Science, Social Studies, and Language Arts. In addition, the Saturday Academy will be implemented each month for three hours. Saturday Academy will begin in September for a 5 consecutive week period to assist students in Credit Recovery and FCAT Retake preparation. Saturday will continue after December for another five week period to continue to provide extras support with Credit Recovery and FCAT preparation. Beginning in the 2011-2012 school year, The Freshman Summer Academy will be offered for all incoming students for a week that focuses on high school transition and academic instruction in math, reading and writing.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement Extended Learning Program	Principal	2010-2011	ELP Funds	80000.00
2		Implement Saturday Academy	Principal	2010-2011	Title I Part A	33000.00
3		Continue Saturday Academy	Principal	2011-2012	Title I Part A	33000.00
4		Continue Saturday Academy	Principal	2012-2013	Title I Part A	33000.00
5		Continue Extended Learning Program	Principal	2011-2012	ELP Funds	80000.00
6		Continue Extended Learning Program	Principal	2012-2013	ELP Funds	80000.00
7		Implement the Freshman Summer Academy	Principal	2011-2012	SIG 1003(g)	30331.00

8	Implement the Freshman Summer Academy	Principal	2012-1013	SIG 1003(g)	30331.00
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MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Time for Instruction in Other Subjects and Enrichment Activities

(2) Provide more time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations. Describe the specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

2009-2010 response: Middleton High is a magnet school for Pre-Collegiate Academy for STEM. STEM Magnet Programs at MHS specialize in: scientific research (biotechnology and environmental studies), information technology (academy of computer game design, computer systems, digital and web design), and engineering. Additional enrichment activities include: Air Force Junior ROTC, American Sign Language, AVID, BETA Club, Campus Life Club, CDC Teens, Drama/Thespian Club, Electrathon Team, Engineering Club – TSA, FFA, FBLA (Future Business Leaders of America, Gamma Sigma (Girls Scouts - Females Only), Japanese Honor Society, Leadership Club, Minotaur (Robotics Team), MUN (Model United Nations), Mu Alpha Theta (Math Honor Society & Team), NHS (National Honor Society), NTHS (National Technical Honor Society), Poetry Club, Science Club, Skills USA, Spanish, SWAT, and TV Production.

2011-2012 response: Middleton High is a magnet school for Pre-Collegiate Academy for STEM. STEM Magnet Programs at MHS specialize in: scientific research (biotechnology and environmental studies), information technology (academy of computer game design, computer systems, digital and web design), and engineering. Middleton will add an additional dual enrollment class in partnership with The University of South Florida, in the Engineering Department. SIG will support transportation of students to USF, to the STEM competition, and USF personnel. Additional enrichment activities include: Air Force Junior ROTC, American Sign Language, AVID, BETA Club, Campus Life Club, CDC Teens, Drama/Thespian Club, Electrathon Team, Engineering Club – TSA, FFA, FBLA (Future Business Leaders of America, Gamma Sigma (Girls Scouts - Females Only), Japanese Honor Society, Leadership Club, Minotaur (Robotics Team), MUN (Model United Nations), Mu Alpha Theta (Math Honor Society & Team), NHS (National Honor Society), NTHS (National Technical Honor Society), Poetry Club, Science Club, Skills USA, Spanish, SWAT, and TV Production.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Coordinate and implement Magnet	AP for Magnet	2010-2013	N/A	0.00

	curriculum with Magnet Curriculum Office				
2	Coordinate and implement Enrichment activities	The Leadership Team	2010-2013	N/A	0.00
3	Contract With USF for STEM course	APC	2011-2012	Reflected previously in Technology-Based Supports and Interventions	0.00
4	Contract With USF for STEM course	APC	2012-2013	Reflected previously in Technology-Based Supports and Interventions	0.00
5	Provide Transportation for Students to Attend USF Outreach STEM course	APC	2011-2012	Reflected previously in Technology-Based Supports and Interventions	0.00
6	Provide Transportation for Students to Attend USF Outreach STEM course	APC	2012-2013	Reflected previously in Technology-Based Supports and Interventions	0.00
7	Provide Transportation for Students to Attend STEM Out of County Competitions	APC	2011-2012	Reflected previously in Technology-Based Supports and Interventions	0.00
8	Provide Transportation for Students to Attend STEM Out of County Competitions	APC	2012-2013	Reflected previously in Technology-Based Supports and Interventions	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Common Planning Time

(3) Provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Include the frequency and duration of such collaboration. Common planning time must be established within the master schedule to allow grade level

meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.

2009-2010 response: Common planning time has been established within the master schedule by subject area. Teachers have a 40 minute daily common planning time for Professional Learning Communities and Lesson Study. In addition, teachers will have two extra hours a week for extended planning time to incorporate Lesson Study as part of best practices.

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement and continue Common planning time	Principal	2010-2013	N/A	0.00
2		Implement Lesson Study/PLCs	Principal	2010-2011	Reflected Previously in Job Embedded Professional Development in 1003(g) ARRA	0.00
3		Continue Lesson Study/PLCs	Principal	2011-2012	Reflected Previously in Job Embedded Professional Development in 1003(g) ARRA	0.00
4		Continue Lesson Study/PLCs	Principal	2012-2013	Reflected Previously in Job Embedded Professional Development in 1003(g) ARRA	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Family and Community Engagement

(4) Provide ongoing mechanisms for family and community engagement.

2009-2010 response: Multiple and diverse mechanisms for family and community engagement include: quarterly conference nights, including FCAT education and student parent data chats. In addition, ParentLink an automated messaging system is used 4-5 times a month to keep parents informed of upcoming events. A newsletter is mailed home each semester to keep families

informed and involved at Middleton. The administrative team and faculty at MHS are continually working hard to build the community relationship with the Middleton community. Faculty members walk door to door to businesses to meet and ask for support for various events. MHS embarked on the Community Clean-up Day in which faculty members and students cleaned up the entire neighborhood, including places of business, to build rapport with the community. Additionally, MHS implemented the First Ride for Education to raise money for student incentives and involve the community in student education at MHS.

2011-2012 response: Multiple and diverse mechanisms for family and community engagement include: quarterly conference nights, including FCAT education and student parent data chats. In addition, ParentLink an automated messaging system is used 4-5 times a month to keep parents informed of upcoming events. SIG will also fund postage for mail outs to parents of 9th graders to inform them of specific Freshman events such as the summer academy. A newsletter is mailed home each semester to keep families informed and involved at Middleton. The administrative team and faculty at MHS are continually working hard to build the community relationship with the Middleton community. Faculty members walk door to door to businesses to meet and ask for support for various events. MHS embarked on the Community Clean-up Day in which faculty members and students cleaned up the entire neighborhood, including places of business, to build rapport with the community. Additionally, MHS implemented the First Ride for Education to raise money for student incentives and involve the community in student education at MHS.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Conduct Quarterly conferences	Principal	2010-2013	N/A	0.00
2		Implement and continue ParentLink	Principal	2010-2013	N/A	0.00
3		Design and distribute Newsletters	Principal	2010-2011	1003(g) ARRA	1359.00
4		Design and distribute Newsletters	Principal	2011-2012	1003(g) ARRA	1359.00
5		Design and distribute Newsletters	Principal	2012-2013	1003(g) ARRA	1359.00
6		Mail newsletters to homes	Principal	2011-2013	Reflected previously in Student Transition	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Specific Partnership(s)

(5) The LEA will implement the following:

- a. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs. Describe the specific partnership(s), their purpose, and the expected outcome(s).

2009-2010 response: The specific partnerships that support Middleton students include: Pastors on Patrol, who communicates MHS news through faith-based organizations, The National Trust, provides positive strategies to at-risk males, The Corporation to develop communities (CDC) of Tamp, INC, fosters community service with students, The Iota Youth Alliance, which provides mentoring to students and La Douceur Doula Service, which works with the school nurse to provide support to teen parents. The expected outcomes of the organizations is to increase student achievement by providing services to meet the needs of all students at Middleton.

2011-2012 response: The specific partnerships that support Middleton students include: Pastors on Patrol, who communicates MHS news through faith-based organizations, The National Trust, provides positive strategies to at-risk males, The Corporation to develop communities (CDC) of Tamp, INC, fosters community service with students, The Iota Youth Alliance, which provides mentoring to students and La Douceur Doula Service, which works with the school nurse to provide support to teen parents. Middleton will add an additional dual enrollment class in partnership with The University of South Florida, in the Engineering Department. SIG will support transportation of students to USF, to the STEM competition, and USF personnel .The expected outcomes of the organizations is to increase student achievement by providing services to meet the needs of all students at Middleton.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Coordinate partnerships to align with the goals of the SIP	Principal	2010-2013	N/A	0.00
2		Contract With USF for STEM course	APC	2011-2012	Reflected previously in Technology-Based Supports and Interventions	0.00
3		Contract With USF for STEM course	APC	2012-2013	Reflected previously in Technology-Based Supports and Interventions	0.00
4		Provide Transportation for Students to Attend USF Outreach STEM course	APC	2011-2013	Reflected previously in Technology-Based Supports and Interventions	0.00

5	Provide Transportation for Students to Attend STEM Out of County Competitions	APC	2011-2013	Reflected previously in Technology-Based Supports and Interventions	0.00
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MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Structure of Advisory Periods

(b) Extend or restructure school day to add time for such strategies as advisory periods to build relationships between students, faculty, and other school staff at secondary schools. Describe the structure of such advisory periods, the person responsible for the activity, the qualifications required, the specific activities to be implemented, and the expected outcomes.

2009-2010 response: Various strategies are implemented at Middleton to build relationships between students, faculty, and other school staff. Early release days once a month on Wednesdays are built into the schedule for planning and parent/student and teacher conferences. The once a month early release days also provides a club day where students are engaged in positive interactions with peers and teacher advisors within their area of interest. To strengthen advisory periods, The District Managed Turnaround Team will work with the school leadership team to restructure the focus of early release days to include a more focused advisory period, to be implemented in year two of the SIG. Relationship building and communication is also fostered through quarterly conference nights and the use of Edline communications. A full time psychologist and social worker also make home visits to build repore with families. The Leadership Team at Middleton is responsible for the activities listed above. The qualifications required are the screened teachers and support personnel that will be implementing the strategies. The expected outcomes of the activities listed is building relationships with students, faculty, and families to ultimately increase student achievement. The School Climate and Perception survey will be utilized to evaluate the outcome of the activities listed above.

2011-2012 response: Various strategies are implemented at Middleton to build relationships between students, faculty, and other school staff. Early release days once a week on Mondays are built into the schedule for planning and parent/student and teacher conferences. The once a month early release days also provides a club day where students are engaged in positive interactions with peers and teacher advisors within their area of interest. To strengthen advisory periods, The District Managed Turnaround Team will work with the school leadership team to restructure the focus of early release days to include a more focused advisory period, to be implemented in year two of the SIG. Relationship building and communication is also fostered through quarterly conference nights and the use of Edline communications. A full time psychologist and social worker also make home visits to build rapport with families. The Leadership Team at Middleton is responsible for the activities listed above. The qualifications required are the screened teachers and support personnel that will be implementing the strategies. The expected outcomes of the activities listed is building relationships with students, faculty, and families to ultimately increase student achievement. The School Climate and Perception survey

will be utilized to evaluate the outcome of the activities listed above.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1	District Manage Turnaround Team will meet with School Leadership Team to review current Advisory Period and set goals to implement revised Advisory Period		General Director of Federal Programs	end of 1st semester, 2010	District	0.00
2		Assign Teacher Advisory Facilitator	Principal	2nd Semester 2010	District	0.00
3		Implement Teacher Advisory Period and Lesson Plans	Principal	2011	District	0.00
4		Continue Advisory Period and Lesson Plans	Principal	2012	District	0.00
5		Implement 9th Grade Advisory Class	Principal	2011-2012	Reflected previously in Student Transition	0.00
6		Continue 9th Grade Advisory Class	Principal	2012-2013	Reflected previously in Student Transition	0.00
7		Classroom supplies for Advisory Class	APC	2011-2013	Reflected previously in Instructional Program	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Parent Conferences

(c) Extend or restructure the school day to add time for parent conferences. Identify the frequency and duration.

2009-2010 response: Common planning time is built into the school day to add time for parent conferences. Grade levels will implement one hour periods once a week for parent and student conferences. Quarterly conference nights (4 hrs each time) are offered for parent conferences. In addition, the Edline communication system will be utilized for parents. Parents can request individual conference time with any teacher or administrator based on their convenience. Furthermore, daily phone calls are made by the administrative staff to parents of students who are absent as apart of the RtI process.

2011-2012 response: Common planning time is built into the school day to add time for parent conferences. Grade levels will implement one hour periods once a week for parent and student conferences. Quarterly conference nights (4 hrs each time) are offered for parent conferences. SIG will also fund postage for mail outs to parents of 9th graders to inform them of specific Freshman events such as the summer academy. In addition, the Edline communication system will be utilized for parents. Parents can request individual conference time with any teacher or administrator based on their convenience. Furthermore, daily phone calls are made by the administrative staff to parents of students who are absent as a part of the RtI process.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement and continue Parent Conference Periods and quarterly Parent Conference Nights	Principal	2010-2013	N/A	0.00
2		Implement and continue Edline	Principal	2010-2013	N/A	0.00
3		Implement and continue RtI Process: Absences	Leadership Team	2010-2013	N/A	0.00
4		Mail out notifications to parents	Principal	2011-2013	Reflected previously in Student Transition	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Positive Behavior Support (PBS)

(d) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. Describe how Positive Behavior Support will be implemented, the specific data that supports the implementation of such activities, professional development to be provided, and the expected outcomes.

2009-2010 response: The positive behavior support system is implemented at Middleton which

incorporates data from the PS/RtI process and Early Warning Systems. Middleton's staff will be trained in August of this year in specific strategies that support PBS. The purpose and goals of PBS is to establish a school-wide behavior system which decreases discipline referrals and increases student achievement. In addition, all grade level students will be trained in expectations of PBS as well as gender specific assemblies will be held for students based on specific gender information of PBS.

2011-2012 response: The positive behavior support system is implemented at Middleton which incorporates data from the PS/RtI process and Early Warning Systems. Middleton's staff was trained in August of last year in specific strategies that support PBS. The purpose and goals of PBS is to establish a school-wide behavior system which decreases discipline referrals and increases student achievement. In addition, all grade level students will be trained in expectations of PBS as well as gender specific assemblies will be held for students based on specific gender information of PBS. Printing to support PBS strategies: \$1,359.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		PBS Strategies	The Leadership Team	August 2010	1003(a) amended budget	14000.00
2		Printing to support PBS Strategies	The Leadership Team	2011-2013	Reflected previously in Increase Family and Community Engagement	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Full-Day Prekindergarten

(e) Expanding the school program to offer full-day prekindergarten. Note: This does not apply to secondary schools.

2009-2010 response: N/A

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		N/A	N/A	N/A	N/A	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Operating Flexibility

d) Describe how the LEA will provide operational flexibility and sustained support. The LEA must describe how it will:

(1) Give the school sufficient operating flexibility, such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Describe how the LEA will provide flexibility to schools in staffing decisions, calendars/time, and budgeting.

2009-2010 response: The LEA provides operational flexibility and sustained support through FOCUS school meetings. The leadership team at Middleton (Principals, Assistant Principals, and Content Coaches) and district personnel (The Superintendent, Directors of Middle/High Schools, Content Supervisors, and Area Directors) work together on staffing, scheduling, and budgeting. For example, the principal plans the Title I budget based on the needs of the students. The Title I office works with the principal to fill the requests and units that the school needs based on the plan the principal has provided.

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Conduct and attend FOCUS Meetings	General Director of Secondary Education and Principal	2010-2013	N/A	0.00
2		Utilize Title I Budget	General Director of Federal Programs and Principal	2010-2011	Title I	332520.32
3		Utilize Title I Budget	General Director of Federal Programs and Principal	2011-2012	Title 1	332520.32
4		Utilize Title I Budget	General Director of Federal Programs and Principal	2012-2013	Title 1	332520.32

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Technical Assistance and Related Support

(2) Provide ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization, such as a school turnaround organization or EMO. Identify the partner(s) and provide the qualifications of each in providing support to low-performing schools.

2009-2010 response: Intensive technical assistance that will be provided by district will bi-weekly FOCUS meetings that will determine the needs of the school based on student data. Specific support will be implemented based on progress monitoring discussed. The SEA Region

IV support will occur monthly to determine the needs and support based on the action plan developed from the instructional review. In accordance with the SIG, the new governance structure will provide extra support. The District Managed Turnaround Team has been created to provide additional support to Franklin and Middleton. Members of the newly created team include: The General Director of Federal Programs, The Director of Administration, Administrator on Special Assignment Title I, Principal on Special Assignment School Improvement, Administrator on Special Assignment Middle School Education, Administrator on Special Assignment Secondary Education, Supervisor Title I School Improvement, Elementary Generalist, and Department Manager, Personnel Services. The District Managed Turnaround Team will monitor the implementation of the Intervention Model and give guidance in the planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by members of The District Managed Turnaround Team, as to the progress of Franklin and Middleton.

2011-2012 response: Intensive technical assistance that will be provided by the district will bi-weekly FOCUS meetings that will determine the needs of the school based on student data. Specific support will be implemented based on progress monitoring discussed. The SEA Region IV support will occur monthly to determine the needs and support based on the action plan developed from the instructional review. In accordance with the SIG, the new governance structure will provide extra support. The District Managed Turnaround Team has been created to provide additional support to Franklin and Middleton. Members of the newly created team include: The General Director of Federal Programs, The Director of Administration, Administrator on Special Assignment Title I, Principal on Special Assignment School Improvement, Administrator on Special Assignment Middle School Education, Administrator on Special Assignment Secondary Education, Supervisor Title I School Improvement, Elementary Generalist, and Department Manager, Personnel Services. The District Managed Turnaround Team will monitor the implementation of the Intervention Model and give guidance in the planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by members of The District Managed Turnaround Team, as to the progress of Franklin and Middleton.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Attend FOCUS Meetings	Director of Secondary Education and Principal	2010-2013 bi-weekly	N/A	0.00
2		Attend Region IV Support Meeting	Regional Executive Director and Principal	2010-2011	N/A	0.00
3		Attend Region IV Support Meetings	Regional Executive Director	2011-2013 TBD	N/A	0.00

4	Implement Quarterly District Managed Turnaround Team Meetings	District Managed Turnaround Team	2010-2013	N/A	0.00
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MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

New Governance Structure

(3) The LEA will adopt a new governance structure, which may include, but is not limited to:

- a. Requiring the school to report to a new "turnaround office" in the LEA or SEA;
- b. Appointing a "turnaround leader" that the principal reports to and who reports directly to the Superintendent or Chief Academic Officer; or
- c. Entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

2009-2010 response: The new governance structure the LEA adopted is appointing a turnaround leader. The turnaround leader that the principal reports to and who reports directly to the Assistant Superintendant is the General Director of Federal Programs. In addition, the District Managed Turnaround Team has been created to provide additional support to Franklin and Middleton. Members of the newly created team include: The General Director of Federal Programs, The Director of Administration, Administrator on Special Assignment Title I, Principal on Special Assignment School Improvement, Administrator on Special Assignment Middle School Education, Administrator on Special Assignment Secondary Education, Supervisor Title I School Improvement, Elementary Generalist, and Department Manager, Personnel Services. The District Managed Turnaround Team will monitor the implementation of the Intervention Model and give guidance in the planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by members of The District Managed Turnaround Team, as to the progress of Franklin and Middleton.

2011-2012 response: The new governance structure the LEA adopted was appointing a turnaround leader in the first year of implementation. In the 2011-2012 school year, the turnaround leader will be the newly created position of The Director of Low Performing Schools funded by Race To The Top. Tentatively, while the position is advertised, screened, and hired the General Director of Federal Program will continue the position. The turnaround leader will work with The District Managed Turnaround Team to monitor the implementation of the Intervention Model and give guidance in the planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by the turnaround leader, as to the progress of Middleton. In addition, The newly created "On the Ground Teams" of district coaches in reading, math, writing, and science will work and support the content coaches at Middleton. District level supervisors, in elementary, middle, and high, will be assigned to coordinate and monitor the "On the Ground Teams."

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1	Appoint District Turnaround Leader		Superintendent	Spring 2010	N/A	0.00
2	Appoint District Turnaround Team members		General Director of Federal Programs	Spring 2010	N/A	0.00
3		Meet with District Turnaround Team	General Director of Federal Programs	2010-2013	N/A	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Additional Strategies

(d) In addition: Describe any additional strategies the LEA will implement to support the transformational model.

2009-2010 response: N/A

2011-2012 response: No Change

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		n/a	n/a	n/a	n/a	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Parental Involvement

e) Describe how parents will be notified about the implementation of this model and involved in its implementation.

2009-2010 response: Parents will be notified about the implementation of this model through the school newsletter. Involvement in the implementation of this model will be included in monthly School Advisory Council meetings in which parents may attend. In compliance with the HCPS school improvement guidelines the SAC agenda will be posted at least one week in advance of the meeting. In addition, a copy of the grant will be available in the Parent Involvement Notebook located in the front office of Middleton once the application period starts.

2011-2012 response: Parents will be notified about the implementation of this model through

the school newsletter. Involvement in the implementation of this model will be included in monthly School Advisory Council meetings in which parents may attend. In compliance with the HCPS school improvement guidelines the SAC agenda will be posted at least one week in advance of the meeting. In addition, a copy of the grant will be available in the Parent Involvement Notebook located in the front office of Middleton once the application period starts.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Design and distribute School Newsletter/Printing	Principal	2010-2011	Reflected previously in Family and Community Engagement in 1003(g) and 1003(g) ARRA	0.00
2		Design and distribute School Newsletter/Printing	Principal	2011-2012	Reflected previously in Family and Community Engagement in 1003(g) and 1003(g) ARRA	0.00
3		Design and distribute School Newsletter/Printing	Principal	2012-2013	Reflected previously in Family and Community Engagement in 1003(g) and 1003(g) ARRA	0.00
4		Attend SAC Meetings	SAC Chair and Principal	2010-2013	N/A	0.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Parent/Teacher Conferences

f) Describe how parents will be offered multiple opportunities for parent/teacher conferences and various times and days during the school year beyond the traditional open house event and parent-teacher conference.

2009-2010 response: Common planning time is built into the school day to add time for parent conferences. Grade levels will implement one hour periods once a week for parent and student conferences. In addition, the Edline communication system will be utilized for parents. Parents can request individual conference time with any teacher or administrator based on their convenience.

2011-2012 response: Common planning time is built into the school day to add time for parent

conferences. Grade levels will implement one hour periods once a week for parent and student conferences. In addition, the Edline communication system will be utilized for parents. Parents can request individual conference time with any teacher or administrator based on their convenience. Postage (\$1,562) has been added to the SIG budget to mail out notifications to parents of upcoming events.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement and continue Parent Conference Periods	Principal	2010-2013	N/A	0.00
2		Implement and continue Edline	Principal	2010-2013	N/A	0.00
3		Postage for parent notifications	Principal	2011-2012	SIG 1003(g)	912.00
4		Postage for parent notifications	Principal	2012-2013	SIG 1003(g)	912.00
5		Postage for parent notifications	Principal	2011-2012	SIG 1003(g) ARRA	650.00
6		Postage for parent notifications	Principal	2012-2013	SIG 1003(g) ARRA	650.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Professional Development

g) Describe the specific professional development that will be provided for:

1. Positive Behavior Support
2. Response to Intervention
3. Lesson Study
4. Effective Training of Reading and Mathematics Coaching
5. New Standards

2009-2010 response: Positive Behavior Support, Response to Intervention, Lesson Study, Reading and math training, and New Standards training will continue from last year and will incorporate strategies from the Region IV DA Summer Academy. The Middleton faculty will return to school one week prior to preplanning for professional development in the areas listed above. In addition, on-going job embedded professional development will continue throughout the year during additional Lesson study/PLCs, common planning time built into the schedule, and coaching.

2011-2012 response: Positive Behavior Support, Response to Intervention, Lesson Study, Reading and math training, and New Standards training will continue from last year and will

incorporate strategies from the Region IV DA Summer Academy. The Middleton faculty will return to school one week prior to preplanning for professional development in the areas listed above. In addition, on-going job embedded professional development will continue throughout the year during additional Lesson study/PLCs, common planning time built into the schedule, and coaching.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Implement Lesson Study/PLCs	Principal	2010-2011	Reflected previously in Job Embedded Professional Development in 1003(g) ARRA	0.00
2		Continue Lesson Study/PLCs	Principal	2011-2012	Reflected previously in Job Embedded Professional Development in 1003(g) ARRA	0.00
3		Continue Lesson Study/PLCs	Principal	2012-2013	Reflected previously in Job Embedded Professional Development in 1003(g) ARRA	0.00
4		Implement Math Coach	Principal	2010-2011	Title 1	0.00
5		Continue Math Coach	Principal	2011-2012	Title 1	0.00
6		Continue Math Coach	Principal	2012-2013	Title 1	0.00
7		Implement Science Coach	Principal	2010-2011	Title 1	0.00
8		Continue Science Coach	Principal	2011-2012	Title 1	0.00
9		Continue Science Coach	Principal	2012-2013	Title 1	0.00
10		DA Workshop and outside the district Workshops	Principal	2011-2012	1003(g) ARRA	34108.00
11		DA Workshop and outside the district Workshops	Principal	2012-2013	1003(g) ARRA	34108.00
12		Staff Development Supplies	Principal	2011-2012	1003(g) ARRA	2000.00

13	Staff Development Supplies	Principal	2012-2013	1003(g) ARRA	2000.00
14	Staff Development Out of County Travel	Principal	2011-2012	1003(g) ARRA	5000.00
15	Staff Development Out of County Travel	Principal	2012-2013	1003(g) ARRA	5000.00
16	Staff Development In County Travel	Principal	2011-2012	1003(g) ARRA	100.00
17	Staff Development In County Travel	Principal	2012-2013	1003(g) ARRA	100.00

MIDDLETON HIGH SCHOOL 3004 Transformation Tier I

Coaches

h) Placement of full-time reading, mathematics, and science coaches build the capacity of teachers to analyze data to drive instruction and intervention, model effective instruction, teach the new standards, and implement and facilitate the lesson study process.

2009-2010 response: Full time reading, math and science coaches are placed at Middleton to implement and facilitate best practices including Lesson Study. In addition, a full time psychologist, social worker, a guidance counselor, and a student intervention specialist are placed to provide additional specific student support.

2011-2012 response: Full time reading, math and science coaches are placed at Middleton to implement and facilitate best practices including Lesson Study. A .5 unit will be added for RtI support and a .5 unit will be added for a writing coach. In addition, a full time psychologist, social worker, a guidance counselor, and a student intervention specialist are placed to provide additional specific student support.

count	Planning Steps	Implementation Steps	Person Responsible	Timeline	Funding Source	Amount
1		Continue to place full time coaches for instructional support as needed	Principal	2010-2013	Title I	165000.00

General Assurances

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text

may be found at <http://www.fldoe.org/comptroller/gbook.asp>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application. **No Child Left Behind Assurances (Applicable to All Funded Programs)**

By my signature on this application, I hereby certify that the District will comply with the following requirements of the No Child Left Behind Act of 2001:

✓ The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

✓ The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

✓ The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

Specific Assurances

An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

✓ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

✓ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

✓ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

✓ Report to the SEA the school-level data required under section III of the final requirements.

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