

Hillborough County Public Schools

# Apollo Beach Elementary School



2016-17 School Improvement Plan

## Apollo Beach Elementary School

501 APOLLO BEACH BLVD, Apollo Beach, FL 33572

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School KG-5	No	36%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Apollo Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Jim Browder</a>	Not In DA - None

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Achieve Goals  
Build connections  
Engage Hearts and Minds  
Support growth

##### b. Provide the school's vision statement

Preparing Students for Life

#### 2. School Environment

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

Prior to the start of school, we have Open House. This allows our students and parents to meet their teachers, tour the school, and get relevant information about our school community. The PTA organizes several tables to help get information out to parents about joining PTA, school lunch, after school care, and much more. The PTA also organizes many events designed to help build strong relationships within our school community. This includes a Back to School spirit at The Alley, an annual Fall Festival, and various spirit nights at local restaurants. Staff members attend these events along with our families to build community. The school also holds conferences night once each quarter.

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

Apollo Beach Elementary was recently named a 2013 National School of Character for its caring and supportive school community. It is the only Florida school and one of 29 in the country to receive the honor this year. Additionally, we were just awarded the National Character Promising Practicing Award for 2015 for our continued efforts to build good character with each and every student.

The staff at Apollo Beach communicates our character pledge - Act Responsibly, Be Trustworthy, Exhibit Kindness and Show Respect (ABES) - into every school day. Students monitor their own behavior and can often be found reminding others about demonstrating good character. The school counselor is an integral part of our school wide character initiative. She guides the staff by offering training, classroom guidance lessons, and organizing character initiatives throughout the year. The entire staff is committed to developing students' character. We hope that by learning about good character at an early age, we are preparing for the rest of their lives.

Our school follows the 11 Principles of Effective Character Education. One way that this is done is with goal setting. Students at Apollo Beach must write character goals every nine weeks, similar to their reading and math goals. Students feel so strongly about the exercise that they take the message home, taping handmade posters to their bedroom doors or walls. Students are recognized for showing good character by earning individual and class character cards. Each day on the morning show, character is highlighted in some way--Motivational Monday, Trivia Tuesday, Thoughtful Thursday.

Our students have the opportunity to participate in service learning through the K-Kids club. Community Kiwanis members work along side our school counselor to help students provide a service to our school and community.

We also have a peer mediator program that helps students learn how to resolve conflict and communicate effectively with peers. In addition to the work they do with students at school, they also participate in the annual Area 8 Peace Conference every spring where they hear guest speakers and participate in a variety of activities that promote effective mediation and communication skills.

Girls on the Run and Run Hard for boys are two other character-building/service learning programs at school. Students run laps on the school's outdoor track after school and also learn about good foods, healthy friendships, the importance of self-esteem, and build leadership skills.

Here at Apollo Beach we believe that a student's education is about academics, as well as developing their social-emotional capacity.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

1) Character Education- Positive School Wide Plan

Act responsibly

Be trustworthy

Exhibit kindness

Show respect

• Morning Show

• Newsletter

• Community Connection

• Character Traits on Posters and \*\*Classroom Character Discipline Plan

• Guidance Lessons

• \*Student of the Month

• Parent Notification

2) Administrative Referrals

Consequences determined by actions

Immediate parent notification

3) Classroom Behavior Plans

• Unique to each room

• Immediate parent notification

4) Teaching everyone Anti-Bullying Methods (\*\*\*)Bullying Plan)

• In classes- Supervision!!! Students will be supervised at all times.

• Student training on bullying

• Posters

• Weekly classroom meetings

• Anonymous way to report in the classroom

• Positive recognition for students

• Student survey of bullying (attitudes, locations, needs, wants)

• Guidance lessons on bullying

• Student mentors

• Teacher documentation to establish patterns

• Immediate parent notification

#### Outside of Classes

- Supervision! Students will be supervised at all times. No student will ever be out of the SIGHT of an adult
- Staff training on bullying (student and staff bullying)
- Morning show
- Newsletter
- Teacher survey of bullying (attitudes, locations, needs, wants)
- Paper and online Reporting Forms (parents, students, staff)
- Staff and Administrative investigations
- Immediate parent notification
- Disciplinary action from administration for bullying
- Reporting by staff, students, and parents

Teachers are expected to use appropriate disciplinary measures. Parent communication, either in person, by phone, or in writing, should occur before a situation gets out of hand. Daily use of the student agenda book is an excellent means of regular written communication.

Bullying - Teachers will be trained in bullying during preplanning and throughout the year. Monthly guidance lessons will be focused on bullying and good character. Each classroom will have weekly meetings to address the culture of the classroom and handle any issues that might be present. Bullying will not be tolerated and will be referred immediately to administration. Bullying reporting forms will be made available for students, teachers, and parents so that the incidents can be documented. Administration will investigate each incident, inform parents immediately and handle the situation in a timely manner. Consequences will be provided for bullying.

Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences. The student school day begins at 8:00 a.m. At 8:00 a.m. your child should be seated in the classroom ready to begin his/her day. Please help your child be on time. Promptness is a responsible habit that students learn from adults around them. All doors and gates will be closed and locked for student safety at 8:00 a.m. Any child arriving after that time must be signed into the office by an adult and will be marked tardy. You will need to have your driver's license with you to sign your child in using our electronic sign-in procedure.

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

- Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - o Use the problem-solving model when analyzing data:
    1. What is the problem? (Problem Identification)



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

### 3. Early Warning Systems

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

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

Early warning indicators include:

- Attendance (5 or more absences of any type per grading period)
- One or more suspension (in or out of school)
- Excessive tardies (5 or more per grading period)
- ELA/Math course failure
- Level 1 FCAT score

Early warning system data can come from the following sources:

\*\*Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems:  
Person Responsible/Group Responsible.

BASELINE & YEAR DISTRICT ASSESSMENTS: School City; Leadership Team/PLCs/Individual teachers.

DISTRICT ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (Reading, Math, Science Formatives, District Writing): School City; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.

SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT

SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): School City, Data Wall, PLC Logs; Leadership Team/PLCs/Individual teachers.

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

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

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

DRA-2: Individual teacher.

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

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

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

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

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

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

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

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

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

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

## **b. Provide the following data related to the school's early warning system**

### **1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	11	9	12	17	7	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	4	0	2	8	15	0	0	0	0	0	0	0	29

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	2	5	4	0	0	0	0	0	0	0	11

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

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

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - o Implementation and support of PLCs
  - o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)

- o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

## B. Family and Community Engagement

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

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

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

#### a. Will the school use its PIP to satisfy this question?

No

##### 1. PIP Link

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

##### 2. Description

Our PTA holds many events designed to help build strong relationships between teachers and students. This includes a Back to School dinner and a Fall Festival. Here, staff members can interact with students and their families to learn about their cultures. In addition, the school sponsors an Open House prior to the start of school to help build bonds between students and teachers before the school year begins. After that, the school sponsors quarterly conference nights that help parents and teachers to gain more information about the students we are working with.

We also employ several methods to keep the lines of communication open with parents so that they can be adequately informed of their child's progress. Teachers send home quarterly progress alerts for students with academic or behavioral concerns. Every student also has an agenda planner, and teachers use this to send home written concerns on a daily basis. Parents can write back in the agenda planners, making it a form of two-way communication. The principal sends weekly updates to parents via the parent-link system. Included in these updates are upcoming events, safety, and academic news. Finally, a monthly newsletter is published on the school website and sent home via paper copy for any family that requests it.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Many of our families own local businesses within the community. Our PTA helps us to form partnerships with these businesses to help enrich our students education. For example, our PTA hosts "spirit nights" at local businesses that agree to sponsor our school. A certain percentage of proceeds raised at the spirit nights is then donated back to the school through the PTA. The principal then invites the owners of these local businesses to participate in the School Advisory Council. Still others volunteer their time and resources to school events. For example, Victory Martial Arts participates in our school-wide Field Day; helping to man the stations and providing incentives for our winners, they also donate drinks for staff for appreciation events. Hess Orthodontics sponsored our fifth grade end-of-the-year field trip and

purchased backpacks, tee-shirts and water bottles for all of the students. This year the PTA and ABES Staff are working together to form business partnerships with local business. Businesses will have the opportunity to support our school at different levels.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McMillan, Kelly	Principal
Fuller, Bradley	Assistant Principal

**b. Duties**

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

Elementary PSLT Members

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior team Representative/Behavior Specialist/Coach

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

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

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

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular

materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

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

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

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

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

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

• In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:

o Analyze student outcomes and make data-driven decisions:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).

o Develop and target interventions based on confirmed hypotheses.

o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).

o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school

goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).

- o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- o Assess the implementation of the strategies on the SIP using the following questions:
  1. Does the data show implementation of strategies are resulting in positive student growth?
  2. To what extent are we making progress toward the school's SIP goals?
  3. If we are making progress, what can we do to sustain what is working?
  4. What barriers to implementation are we facing and how will we address them?
  5. What should we do next? What should be our plan of action?

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
  - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)

- o Supporting PLCs with planning and delivering rigorous core instruction.
- o Ensuring opportunities for common assessments are provided across each grade level.
- o Reviewing common assessment data to monitor students Response to Core Instruction.
- o Monitoring the fidelity of instructional practices.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Alder Titus	Teacher
Melissa Worley	Teacher
Rebecca Cook	Business/Community
Robin Council	Business/Community
Laurette Buzbee	Parent
Jennifer Pressley	Parent
Shawn Geitner	Parent
Caren Katz	Parent
Amber Rutherford	Parent
Michele Jones	Parent
	Student
Kelly McMullan	Principal

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

*b. Development of this school improvement plan*

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

*c. Preparation of the school's annual budget and plan*

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

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average



un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

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

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

Stipend payment for one PLC team leader who does not earn a stipend through district funding. (\$869.00)

Stipend payment for one PLC team leader who does not earn a stipend through district funding. (\$751.00)

Light bulbs for Elmos used in reading instruction. (\$280.00)

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fuller, Bradley	Assistant Principal
Dickson, Valerie	Guidance Counselor
Mosblech, Cristie	Teacher, K-12
McMillan, Kelly	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

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

- Principal
- Assistant Principal
- Reading Coach/Resource Teacher
- ESE Teacher
- ELL Representative

## Grade Level Representatives

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

### D. Public and Collaborative Teaching

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

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

Teachers are provided time to meet as a PLC three times a month in lieu of a faculty meeting. Teachers that co-teach or departmentalize with each other are given common planning time so that they can meet together and plan collaboratively for their shared instruction.

#### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Apollo Beach interviews every candidate for open positions. Teacher Interview Day and Recruitment Fairs occur in May under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events.

#### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

### E. Ambitious Instruction and Learning

#### 1. Instructional Programs and Strategies

##### a. Instructional Programs

#### 1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully

implemented in 2013-14. The Common Core (CC) standards may be accessed at: [http://www.cpalms.org/Standards/Common\\_Core\\_Standards.aspx](http://www.cpalms.org/Standards/Common_Core_Standards.aspx). These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

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

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

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

## **b. Instructional Strategies**

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

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

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

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

programs. The three tiers are characterized as follows:

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

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

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

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

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

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

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

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

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e.iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these

supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

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

**Strategy:** Summer Program

**Minutes added to school year:** 2,880

Students were offered fee-based remedial or enrichment classes in reading, math and science during the summer. Those who could not afford the fee were offered scholarships to the remedial classes by our PTA so that they could attend.

**Strategy Rationale**

Research shows that there is a loss of learning during the long summer vacation. So, as a school, we decided to offer our students an opportunity to keep their skills up with a fee-based learning program.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Mercer, Barbara, barbara.mercer@sdhc.k12.fl.us

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

DRA scores will be collected at the start of the school year to determine the effectiveness of the remedial and enrichment reading courses that were conducted during the summer. These scores will be compared to the end-of-year DRA and running record scores that teachers submitted at the end of the previous school year to determine the effectiveness of the programs.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,520

Students who are reading below grade level are provided an additional 90-minutes of reading, two times a week. This usually occurs between the months of October and February.

**Strategy Rationale**

Students who are reading below grade level need more intensive supports in order to make progress. This includes direct instruction in a small group setting.

**Strategy Purpose(s)**

""

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

Fuller, Bradley, [bradley.fuller@sdhc.k12.fl.us](mailto:bradley.fuller@sdhc.k12.fl.us)

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

FAIR scores and district reading formative assessment scores will be analyzed to determine student growth and progress.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

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

SEE: HCPS Pupil Progression Plan

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

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

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

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

## **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Our school culture will be strengthened through a common vision and mission.
- G2.** Evidence of effective questioning and discussion techniques will be present in all content areas to increase student engagement resulting in an increase in student achievement.

## Strategic Goals Detail

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

**G1. Our school culture will be strengthened through a common vision and mission.** 1a

G077075

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	
School Climate Survey - Parent	
School Climate Survey - Student	

**Targeted Barriers to Achieving the Goal** 3

- Knowing and understanding our school's vision and mission.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- School culture icon on IDEAS
- Administrative support
- Variety of communication

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** Evidence of effective questioning and discussion techniques will be present in all content areas to increase student engagement resulting in an increase in student achievement. 1a

G077076

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	

**Targeted Barriers to Achieving the Goal** 3

- Resources and professional development to support effective question development and discussion activities.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Reading Coach
- Peer coaching/Learning walks
- Professional Development

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

Formative assessment data and overall teacher observation data will be used to monitor progress.

**Person Responsible**

**Schedule**

Monthly, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

Evidence from walk throughs, report card review chats, EET data, and PLC notes will all be used as evidence for monitoring progress toward meeting this goal.

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Our school culture will be strengthened through a common vision and mission. **1**

 G077075

**G1.B1** Knowing and understanding our school's vision and mission. **2**

 B201919

**G1.B1.S1** During preplanning, we will revisit the school's vision and mission. We will work collaboratively to create/revise our vision and mission statement to reflect our values and practices. **4**

 S213618

### Strategy Rationale

Developing a vision and mission as a staff will build collective support and buy-in.

### Action Step 1 **5**

During preplanning, create/revise school's vision and mission.

#### Person Responsible

#### Schedule

On 8/17/2015

#### Evidence of Completion

We will have a new vision and mission statement.

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

We will monitor actions and words that support our school's vision and mission.

**Person Responsible**

**Schedule**

Weekly, from 8/25/2015 to 6/9/2016

**Evidence of Completion**

Weekly shout outs in the Monday Memo, Fill Someone's Bucket emails, and informal "Chat and Chews" with staff will provide evidence of how people are working to support our vision and mission.

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

We will support the effectiveness by recognizing actions and words that support our vision and mission.

**Person Responsible**

**Schedule**

Monthly, from 8/25/2015 to 6/9/2016

**Evidence of Completion**

Survey data (TELL, SCIP, Principal/AP surveys) will be used to monitor effectiveness.

**G2.** Evidence of effective questioning and discussion techniques will be present in all content areas to increase student engagement resulting in an increase in student achievement. 1

G077076

**G2.B1** Resources and professional development to support effective question development and discussion activities. 2

B201920

**G2.B1.S1** Utilize one Monday each month for professional development opportunities with a focus on questioning and discussion. PD will focus on providing teachers with strategies that can be immediately implemented. 4

S213619

### Strategy Rationale

By providing PD on-site, teachers are more likely to attend. Additionally, this allows us to tailor PD to fit our school's needs.

### Action Step 1 5

Questioning and Discussion PD with Area PD trainer

#### Person Responsible

#### Schedule

Monthly, from 10/5/2015 to 11/2/2015

#### Evidence of Completion

Teacher reflection and observation data.

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

Observations and Walk Throughs

#### Person Responsible

#### Schedule

Weekly, from 10/5/2015 to 5/27/2016

#### Evidence of Completion

Informal walk through data, feedback, and EET data will be used.

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

We will monitor student achievement on formative assessments and teacher effectiveness based on observations and feedback.

**Person Responsible**









**Schedule**

Monthly, from 10/5/2015 to 5/27/2016

***Evidence of Completion***

Student performance scores will be reviewed along with teacher ratings through EET.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2015</b>					
G1.B1.S1.A1  A266770	During preplanning, create/revise school's vision and mission.		8/17/2015	We will have a new vision and mission statement.	8/17/2015 one-time
G1.B1.S1.MA1  M259983	We will monitor actions and words that support our school's vision and mission.		8/25/2015	Weekly shout outs in the Monday Memo, Fill Someone's Bucket emails, and informal "Chat and Chews" with staff will provide evidence of how people are working to support our vision and mission.	6/9/2016 weekly
G1.B1.S1.MA1  M259982	We will support the effectiveness by recognizing actions and words that support our vision and...		8/25/2015	Survey data (TELL, SCIP, Principal/AP surveys) will be used to monitor effectiveness.	6/9/2016 monthly
G2.B1.S1.A1  A266771	Questioning and Discussion PD with Area PD trainer		10/5/2015	Teacher reflection and observation data.	11/2/2015 monthly
G2.MA1  M259987	Formative assessment data and overall teacher observation data will be used to monitor progress.		10/5/2015	Evidence from walk throughs, report card review chats, EET data, and PLC notes will all be used as evidence for monitoring progress toward meeting this goal.	5/27/2016 monthly
G2.B1.S1.MA1  M259985	We will monitor student achievement on formative assessments and teacher effectiveness based on...		10/5/2015	Student performance scores will be reviewed along with teacher ratings through EET.	5/27/2016 monthly
G2.B1.S1.MA1  M259986	Observations and Walk Throughs		10/5/2015	Informal walk through data, feedback, and EET data will be used.	5/27/2016 weekly
<b>2016</b>					
G1.MA1  M259984	[no content entered]		No Start Date		No End Date one-time



## V. Professional Development Opportunities

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

**G2.** Evidence of effective questioning and discussion techniques will be present in all content areas to increase student engagement resulting in an increase in student achievement.

**G2.B1** Resources and professional development to support effective question development and discussion activities.

**G2.B1.S1** Utilize one Monday each month for professional development opportunities with a focus on questioning and discussion. PD will focus on providing teachers with strategies that can be immediately implemented.

### **PD Opportunity 1**

Questioning and Discussion PD with Area PD trainer

#### **Facilitator**

Diamar Roman

#### **Participants**

All instructional staff

#### **Schedule**

Monthly, from 10/5/2015 to 11/2/2015

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	During preplanning, create/revise school's vision and mission.	\$0.00
2	G2.B1.S1.A1	Questioning and Discussion PD with Area PD trainer	\$0.00
<b>Total:</b>			<b>\$0.00</b>