

Hillborough County Public Schools

Franklin Middle Magnet School



2017-18 School Improvement Plan

Franklin Middle Magnet School

3915 E 21ST AVE, Tampa, FL 33605

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Middle School 6-8 | Yes | 64% |
| Primary Service Type (per MSID File) | Charter School | 2016-17 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 75% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | C | B* | 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 10 |
| Effective Leadership | 11 |
| Public and Collaborative Teaching | 16 |
| Ambitious Instruction and Learning | 18 |
| 8-Step Planning and Problem Solving Implementation | 26 |
| Goals Summary | 26 |
| Goals Detail | 26 |
| Action Plan for Improvement | 29 |
| Appendix 1: Implementation Timeline | 39 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 40 |
| Professional Development Opportunities | 40 |
| Technical Assistance Items | 41 |
| Appendix 3: Budget to Support Goals | 41 |

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Franklin Middle Magnet School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Southwest - Julio Valle | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

In a single gender environment, we will deliver an education which will inspire and empower young men to master rigorous academic standards by instilling in them a strong work ethic and expecting them to model core values in both school and community.

b. Provide the school's vision statement

Molding young men of distinction who will achieve greatness

2. School Environment

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

Boys Preparatory Academy emphasizes the emotional and social well-being of all students. A lot of time is spent getting to know our students and building relationships through our homerooms, classes, assemblies, mentor meetings, House competitions and enrichment academies. This process helps develop a caring climate that ensures students feel respected on campus. The incorporation of a school creed also helps ensure the sense of community and respect that exists on campus. Pieces of the creed help address differences and encourage respect for each other. For example, the creed states, "I will become a man of responsibility, respect, honesty, integrity, confidence, perseverance, courtesy, good judgment and good sportsmanship."

These are just a few examples of what Boys Preparatory Academy implements to create the safe, caring environment that ensures students feel safe and respected before, during, and after school.

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

Boys Preparatory Academy proactively ensures all students feel safe and respected before, during, and after school. Before, during, and after-school, adults are always visible giving students an adult to go to for any reason. Adults have duty areas that ensure all campus areas are covered and an adult is always available. During the first three days of school, the CHAMPS approach is addressed for all school-wide and teacher- led activity. One of the CHAMPS components deals with how to get help if needed. In addition to this, students are able to communicate using Edsby, the online grading system that allows for communication between students and teachers and teachers and parents. Before school, students meet in the cafeteria for breakfast and then transition to the auditorium where our Principal and our Reading Coach supervise morning silent reading. After School students are provided choice as to where they go. Students are able to go where they feel most secure and comfortable. After-school, an extensive enrichment program is offered where students are able to choose which enrichment they want to participate. We conduct weekly character education lessons and team building activities during our school wide mentoring program. We address bullying at the beginning of the school year during our mentor lesson time.

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

At Boys Preparatory Academy we use school wide CHAMPS procedures to ensure that students are engaged and successful during instructional time. Part of our preplanning training is a review of these procedures. Additionally we have a school wide discipline system in place. Again, our creed help to build respect and mold our young boys into "men of distinction who will achieve greatness." Grade Level Teams meet weekly to review student behavior and interventions.

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

The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

o Use the problem-solving model when analyzing data:

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

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

o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).

o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.

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

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

o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 FSA 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.

FSA RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.

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

DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY : School City; Dashboard; Leadership Team/PLCs/Individual teachers.

SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE : 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 Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.

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

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

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

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

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

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

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

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

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

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

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

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 | 0 | 0 | 0 | 0 | 0 | 18 | 11 | 10 | 0 | 0 | 0 | 0 | 39 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 45 | 37 | 0 | 0 | 0 | 0 | 99 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 27 | 0 | 0 | 0 | 0 | 32 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 86 | 52 | 59 | 0 | 0 | 0 | 0 | 197 |

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 | 0 | 0 | 0 | 15 | 32 | 29 | 0 | 0 | 0 | 0 | 76 |

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/charts 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

We are no longer a Title 1 school.

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

Boys Preparatory Academy makes every attempt to create partnerships with the local community. These attempts take several forms: letter writing, face to face meetings, and phone calls. In some instances, we have developed and nurtured partnerships from local community members who have read or heard about us and approached us. Florida Hospital provides us with volunteers and mentors, field trip opportunities, and water for all our students during high stakes testing. The Hillsborough Education Foundation also provides mentors for us. Dr. Lynch and the University of South Florida provides speakers for a Symposium of Men's Success to demonstrate culturally relevant role models in a wide variety of fields. USF also provides interns and tutors. As new potential partnerships are discovered, appropriate personnel will make relationship building efforts to develop sustaining partnerships.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|---------------------|---------------------|
| Haley, John | Principal |
| Hall, Gregory | Assistant Principal |
| Wasserman, Kathleen | Teacher, K-12 |
| Keding, Kinsey | 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

The leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior Team Representative or Success Coach

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

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

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)

Identify the problem (based on an analysis of the data dis-aggregated 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.

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 SIP and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome

data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

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

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

Strengthen Tier 1 core instruction by:

- o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
- o Supporting PLCs with planning and delivering rigorous core instruction.
- o Ensuring opportunities for common assessments are provided across each grade level.
- o Reviewing common assessment data to monitor students Response to Core Instruction.
- o Monitoring the fidelity of instructional practices.

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

NA

Nutrition Programs

NA

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Ira Glover | Teacher |
| Terri Ragins | Education Support Employee |
| John Haley | Principal |
| Greg Hall | Principal |
| Danon Noga | Teacher |
| David Wishnow | Teacher |
| Kristie Huether | Teacher |
| Tricia Belamy | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

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

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, evaluate progress towards meeting the prior year's school improvement goal(s), 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.

The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

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

Boys Preparatory Academy's SAC team was not allocated any school improvement funds last year.

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 |
|-----------------|---------------------|
| Haley, John | Principal |
| Hall, Gregory | Assistant Principal |
| Keding, Kinsey | Assistant Principal |
| Kumka, Chambree | Instructional Coach |
| Noga, Danon | Teacher, K-12 |

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
 - ? Gathering evidence of current levels of student learning
 - ? Developing strategies and ideas to build on strengths and address weaknesses in that learning
 - ? Implementing the strategies and ideas
 - ? Analyzing the impact of the changes to discover what was effective and what was not
 - ? Applying the new knowledge in the next cycle of continuous improvement
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the

Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

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. 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

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning,

test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.

- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
 - ? Gathering evidence of current levels of student learning
 - ? Developing strategies and ideas to build on strengths and address weaknesses in that learning
 - ? Implementing the strategies and ideas
 - ? Analyzing the impact of the changes to discover what was effective and what was not
 - ? Applying the new knowledge in the next cycle of continuous improvement
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results.

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 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: After School Program

Minutes added to school year: 4,800

After-School Enrichment time is provided for all students. Students can choose to receive core academic tutorial support as well as a variety of other enrichment activities.

Strategy Rationale

Tutorial groups for reading, writing, and math support at all levels.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wasserman, Kathleen, kathleen.wasserman@sdhc.k12.fl.us

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

Attendance records

Strategy: Weekend Program

Minutes added to school year: 1,560

3 hour Saturday schools will be offered to provide further reading, language arts, math, and science support.

Strategy Rationale

Providing flexible time for core academic instruction will provide students with extra support to increase their achievement levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Sign in sheets and student achievement scores

Strategy: After School Program

Minutes added to school year: 2,640

ELP is offered to 7th and 8th graders as a tutorial program during Term 1 and as a credit recovery program for Terms 2-4

Strategy Rationale

Providing 7th and 8th graders the opportunity to recover one credit of core curriculum class needed to be promoted to the next grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keding, Kinsey, kinsey.keding@sdhc.k12.fl.us

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

Attendance records, report cards, and progress reports

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

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

District-Level

The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen

- Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
- Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
- College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
- All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.
- Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school

graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.** Student achievement and a positive culture for learning will increase when students are taught and expected to model BPA's core values on how to support and respect their fellow peers.

- G2.** Student achievement, measured by standardized and formative assessments, will increase when we implement universal standards based lesson planning and grading practices at all grade level (teams) and content areas.

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. Student achievement and a positive culture for learning will increase when students are taught and expected to model BPA's core values on how to support and respect their fellow peers. 1a

G093694

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 10.0 |

Targeted Barriers to Achieving the Goal 3

- Not enough time in the schedule
- Funding for incentives with our BPA buck plan
- School climate survey shows some students do not feel safe

Resources Available to Help Reduce or Eliminate the Barriers 2

- Character Education Curriculum, House Deans, Mentors Lessons, House System, Guidance, House Mentor Teachers, College Prep Scholar Profile, Levels of Discipline System, Professional Development

Plan to Monitor Progress Toward G1. 8

Student achievement on state and district assessments will increase.

Person Responsible

John Haley

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G2. Student achievement, measured by standardized and formative assessments, will increase when we implement universal standards based lesson planning and grading practices at all grade level (teams) and content areas. 1a

G093695

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA ELA Achievement | 45.0 |
| FSA Mathematics Achievement | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Not enough time to collaborate and plan
- Knowledge of New Florida State Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Support
- Professional Development
- Instructional Coaches
- Professional Learning Communities
- Technology Rich School Environment
- After school tutorials, Saturday School Tutorials, and Pull Out Tutorials

Plan to Monitor Progress Toward G2. 8

All data will be analyzed and any new action steps will be added as needed each semester.

Person Responsible

John Haley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

ILT Meeting Notes and any necessary action plan

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement and a positive culture for learning will increase when students are taught and expected to model BPA's core values on how to support and respect their fellow peers. 1

G093694

G1.B1 Not enough time in the schedule 2

B251401

G1.B1.S1 Our master schedule will be modified to create an eight period day in order to allow for group character education lesson and team building, a competition among mentor groups, and academic tutorials. 4

S265147

Strategy Rationale

Adjusting the master schedule on will allow time for planned character education lessons and House competitions and academic tutorials.

Action Step 1 5

House Deans will meet to plan and develop character education lessons for mentor meeting days.

Person Responsible

John Haley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Character Education PowerPoints and Lesson Plans

Action Step 2 5

In the master schedule, every Wednesday and Friday has time devoted to character education lessons and House Competitions. Tuesdays and Thursdays are devoted to academic tutorials.

Person Responsible

John Haley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Character Education Power Points and Lesson Plans and House Point Structure and improvement in mastering the standards during academic tutorials.

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

Mentor meetings

Person Responsible

John Haley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Character Education PowerPoints and Lesson Plans

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

Regular Wednesday and Friday House Meetings for all students, House Deans will meeting with Mentors monthly, Discussions at monthly Lead Council Meetings

Person Responsible

John Haley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Meeting notes, Mentor Lesson Plans, Character Eduaction Power Points

G1.B2 Funding for incentives with our BPA buck plan 2

B251402

G1.B2.S1 SAC will review teacher mini grant proposals and fund any that they approve. 4

S265148

Strategy Rationale

Using SAC or PTSA funds, teachers will be able to create incentive programs based on our Creed and College Prep Profile,

Action Step 1 5

SAC and/or PTSA will create a budget allotting funding for teacher mini grants and teachers will apply for the grants.

Person Responsible

John Haley

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

SAC minutes, mini grant proposals, and copy of SAC and/or PTSA budgets

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

SAC budget will be addressed bi-monthly SAC meetings.

Person Responsible

John Haley

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

Evidence of Completion

SAC minutes, mini grant proposals, and copy of SAC and/or PTSA budget

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

SAC Chair, Principal, and Book Keeper and PTSA Treasurer will do an annual budget review.

Person Responsible

John Haley

Schedule

Annually, from 8/10/2017 to 5/25/2018


Evidence of Completion

SAC Budget Copy or PTSA budget if SAC funds are not available

G1.B3 School climate survey shows some students do not feel safe 2

 B251403

G1.B3.S1 Mentor and target students with early warning indicators 4

 S266739

Strategy Rationale

By focusing on students with one or more early warning indicators, student success rates will increase producing a more positive school culture.

Action Step 1 5

MTSS/RTI team will identify students with one or more early warning signs

Person Responsible

Gregory Hall

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student Success Coach schedule/logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Our Student Success Coach will work with students in small groups.

Person Responsible

John Haley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Success Coach log

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

MTSS/Rti intervention analysis using data pulls

Person Responsible

John Haley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data and minutes from MTSS/RTI meetings

G2. Student achievement, measured by standardized and formative assessments, will increase when we implement universal standards based lesson planning and grading practices at all grade level (teams) and content areas. 1

G093695

G2.B1 Not enough time to collaborate and plan 2

B251405

G2.B1.S1 Develop a flexible meeting time that allows for more efficient use of time. 4

S265149

Strategy Rationale

By allowing for flexibility in meeting times, teachers are able to have more time to collaborate and plan.

Action Step 1 5

Hold team meetings weekly and PLC meetings twice a month

Person Responsible

Kinsey Keding

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

School wide calendar, PLC minutes submitted to administration team and posted on Franklin Internal

Action Step 2 5

Creating instructional coach schedules that effectively maximize their time spent and allow for more teacher planning.

Person Responsible

Kinsey Keding

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Instructional coaches logs and PLC minutes

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

Administration and Lead Teacher will rotate and attend PLCs and Team meetings.

Person Responsible

John Haley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

School wide calendar, coaches logs, PLC minutes

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

Student achievement on district and state assessments will increase.

Person Responsible

John Haley

Schedule

Monthly, from 8/10/2017 to 5/25/2018


Evidence of Completion

PLC, Team minutes, and coaches' logs

G2.B4 Knowledge of New Florida State Standards 2

 B251408

G2.B4.S1 Academic coaches will mentor, coach, and train faculty in FSA Standards and Best Practices in order to increase effectiveness. 4

 S265151

Strategy Rationale

Funds will be spent to hire academic coaches in order to increase student achievement and teacher effectiveness.

Action Step 1 5

Mentoring, coaching, and training sessions with the Instructional Coaches and Lead Teacher

Person Responsible

John Haley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Copies of academic coaches' weekly schedules, PD schedule and sign in logs

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Academic Coaching Calendars and Debrief with Principals

Person Responsible

John Haley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Copies of the Academic Coaches' Calendars

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Classroom walk throughs

Person Responsible

John Haley

Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walk through notes/forms

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|----------------|-------------------------------|---|--------------------------|
| 2018 | | | | | |
| G1.MA1 M374139 | Student achievement on state and district assessments will increase. | Haley, John | 8/10/2017 | Assessment data | 5/25/2018 quarterly |
| G2.MA1 M374148 | All data will be analyzed and any new action steps will be added as needed each semester. | Haley, John | 8/10/2017 | ILT Meeting Notes and any necessary action plan | 5/25/2018 monthly |
| G1.B1.S1.MA1 M374133 | Regular Wednesday and Friday House Meetings for all students, House Deans will meeting with Mentors... | Haley, John | 8/10/2017 | Meeting notes, Mentor Lesson Plans, Character Eduaction Power Points | 5/25/2018 weekly |
| G1.B1.S1.MA1 M374134 | Mentor meetings | Haley, John | 8/10/2017 | Character Education PowerPoints and Lesson Plans | 5/25/2018 weekly |
| G1.B1.S1.A1 A351272 | House Deans will meet to plan and develop character education lessons for mentor meeting days. | Haley, John | 8/10/2017 | Character Education PowerPoints and Lesson Plans | 5/25/2018 weekly |
| G1.B1.S1.A2 A351273 | In the master schedule, every Wednesday and Friday has time devoted to character education lessons... | Haley, John | 8/10/2017 | Character Education Power Points and Lesson Plans and House Point Structure and improvement in mastering the standards during academic tutorials. | 5/25/2018 weekly |
| G1.B2.S1.MA1 M374135 | SAC Chair, Principal, and Book Keeper and PTSA Treasurer will do an annual budget review. | Haley, John | 8/10/2017 | SAC Budget Copy or PTSA budget if SAC funds are not available | 5/25/2018 annually |
| G1.B2.S1.MA1 M374136 | SAC budget will addressed bi-monthly SAC meetings. | Haley, John | 8/10/2017 | SAC minutes, mini grant proposals, and copy of SAC an /or PTSA budget | 5/25/2018 every-2-months |
| G1.B2.S1.A1 A351274 | SAC and/or PTSA will create a budget allotting funding for teacher mini grants.and teachers will... | Haley, John | 8/10/2017 | SAC minutes, mini grant proposals, and copy of SAC and/or PTSA budgets | 5/25/2018 annually |
| G2.B1.S1.MA1 M374140 | Student achievement on district and state assessments will increase. | Haley, John | 8/10/2017 | PLC, Team minutes, and coaches' logs | 5/25/2018 monthly |
| G2.B1.S1.MA1 M374141 | Administration and Lead Teacher will rotate and attend PLCs and Team meetings. | Haley, John | 8/10/2017 | School wide calendar, coaches logs, PLC minutes | 5/25/2018 monthly |
| G2.B1.S1.A1 A351275 | Hold team meetings weekly and PLC meetings twice a month | Keding, Kinsey | 8/10/2017 | School wide calendar, PLC minutes submitted to administration team and posted on Franklin Internal | 5/25/2018 monthly |
| G2.B1.S1.A2 A351276 | Creating instructional coach schedules that effectively maximize their time spent and allow for... | Keding, Kinsey | 8/10/2017 | Instructional coaches logs and PLC minutes | 5/25/2018 weekly |
| G2.B4.S1.MA1 M374144 | Classroom walk throughs | Haley, John | 8/10/2017 | Classroom walk through notes/forms | 5/25/2018 every-3-weeks |
| G2.B4.S1.MA1 M374145 | Academic Coaching Calendars and Debrief with Principals | Haley, John | 8/10/2017 | Copies of the Academic Coaches' Calendars | 5/25/2018 weekly |
| G2.B4.S1.A1 A351278 | Mentoring, coaching, and training sessions with the Instructional Coaches and Lead Teacher | Haley, John | 8/10/2017 | Copies of academic coaches' weekly schedules, PD schedule and sign in logs | 5/25/2018 weekly |
| G1.B3.S1.MA1 M378013 | MTSS/Rti intervention analysis using data pulls | Haley, John | 8/10/2017 | Data and minutes from MTSS/RTI meetings | 5/25/2018 monthly |
| G1.B3.S1.MA1 M378012 | Our Student Success Coach will work with students in small groups. | Haley, John | 8/10/2017 | Success Coach log | 5/25/2018 weekly |
| G1.B3.S1.A1 A354252 | MTSS/RTI team will identify students with one or more early warning signs | Hall, Gregory | 8/10/2017 | Student Success Coach schedule/logs | 5/25/2018 monthly |

V. Professional Development Opportunities

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

G2. Student achievement, measured by standardized and formative assessments, will increase when we implement universal standards based lesson planning and grading practices at all grade level (teams) and content areas.

G2.B4 Knowledge of New Florida State Standards

G2.B4.S1 Academic coaches will mentor, coach, and train faculty in FSA Standards and Best Practices in order to increase effectiveness.

PD Opportunity 1

Mentoring, coaching, and training sessions with the Instructional Coaches and Lead Teacher

Facilitator

Participants

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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 | House Deans will meet to plan and develop character education lessons for mentor meeting days. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | In the master schedule, every Wednesday and Friday has time devoted to character education lessons and House Competitions. Tuesdays and Thursdays are devoted to academic tutorials. | | | | \$0.00 |
| 3 | G1.B2.S1.A1 | SAC and/or PTSA will create a budget allotting funding for teacher mini grants.and teachers will apply for the grants. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | District-Wide | School Improvement Funds | | \$0.00 |
| | | | <i>Notes: SAC Mini Grants</i> | | | |
| 4 | G1.B3.S1.A1 | MTSS/RTI team will identify students with one or more early warning signs | | | | \$0.00 |
| 5 | G2.B1.S1.A1 | Hold team meetings weekly and PLC meetings twice a month | | | | \$0.00 |
| 6 | G2.B1.S1.A2 | Creating instructional coach schedules that effectively maximize their time spent and allow for more teacher planning. | | | | \$0.00 |
| 7 | G2.B4.S1.A1 | Mentoring, coaching, and training sessions with the Instructional Coaches and Lead Teacher | | | | \$0.00 |
| | | | | | Total: | \$0.00 |