

Hillborough County Public Schools

Rampello K 8 Magnet School



2016-17 School Improvement Plan

Rampello K 8 Magnet School

802 E WASHINGTON ST, Tampa, FL 33602

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School KG-8	No	42%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

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 Rampello K 8 Magnet School

DA Region and RED	DA Category and Turnaround Status
Southwest - Jim Browder	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

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

b. Provide the school's vision statement

To provide an education that enables each student to excel as a successful and responsible citizen.

2. School Environment

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

We immerse students in cultural arts and humanities based interdisciplinary studies through classroom immersion and hands-on partnerships. Students experience a differentiated interdisciplinary approach to the exploration of all aspects of culture and humanities. The experiential learning approach is both process and product oriented and addresses the educational needs of all of our students as they discover, through research-based activities and actual museum exploration, the inter-connections of all cultures. Teachers also have access to all demographic data through the county Edconnect system and structure individual lesson plans to best explore the strengths of the students in their classrooms.

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

Procedures for student supervision are in place at all times before, during, and after school. Students adhere to a consistent schedule of classes and activities. Students are offered multiple incentive programs, including "Student of the Week," "Positive Pirates," award recognition, and after school make up work sessions. Student work is displayed in the hallways and public spaces on campus. Rampello also has a full time School Resource Officer who routinely interacts with the student body and performs safety checks. Parent involvement/ additional supervision for school activities is encouraged, including parent partnerships through our school Athletic Booster and Band Booster memberships. Safety procedures are in place and clearly communicated to the faculty, staff, and students.

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

School rules are posted in each classroom, and are consistently enforced. Students are also offered incentives for going "above and beyond" the posted expectations. Each student in grade 3-8 is given a behavior chart in their agenda book for each quarter, and it is monitored by the classroom teachers and parents. In grades K-2 students are given a behavior chart in a school folder. Teachers and staff also contact parents with any discipline concerns. Discipline procedures are outlined at faculty meetings, and changes are made as needed.

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 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 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: Scantron Achievement Series; Leadership Team/PLCs/Individual teachers.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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	1	0	2	0	1	1	0	0	0	0	0	5
One or more suspensions	0	0	0	0	2	8	6	7	22	0	0	0	0	45
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	4	5	8	16	10	0	0	0	0	0	0	0	43

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	3	0	13	21	16	4	4	3	9	0	0	0	0	73

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).

Rampello Tardy Policy

Tardy to School:

1-2 Teacher warning (informal)

3 Parent Contact

5- Social Worker sends tardy letter to parent

7- Parent is contacted by phone by school social worker

10- Second letter is mailed home from school social worker

12- Parent requested at an in-person conference with Admin

15- Parent requested at an in-person conference with Admin

18- Student removal letter from the Principal will be sent to the Area Director

Tardy to Class:

1-2 Teacher warning (informal)

3-4 Parent Contact

5 Referral and 1 day lunch detention

For each subsequent tardy, student receives referral and

6- Parent Conference and 3 days lunch detention

7- Parent Conference and 5 days lunch detention

8- Parent Conference and 1 day after school detention

9 - Parent Conference and 2 days after school detention

10- 3 days after school detention

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

Parents are alerted to community events and activities supporting magnet programs via the school website, grade level newsletters, and the new county-parent communication tool, Edsby. Parents are encouraged to volunteer as often as possible with various special programs (outlined above), field trips, and classroom events. Rampello based programs we offer include SAC, iMom, Family Mega Museum Nights, December Dazzle, Black History Museum Walk, Spring Fling, and Family Field Day. Parents become closely involved with leadership and service projects, and provide an invaluable network for our teachers and staff.

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

We value our collaboration with The Tampa Downtown Partnership, a private, not-for-profit 501(c)6 organization whose membership comprises nearly 200 companies, organizations and individuals with a common goal of advancing downtown Tampa. We work with organizations such as the Tampa Museum of Art, the Tampa Bay History Center, and the Patel Conservatory for the Performing Arts. These partnerships culminate in the creation of a museum environment within the school itself. Rampello was originally created to give members of the Partnership the option to have their children attend school within walking distance of their offices. Our close proximity to our school parents allow them to volunteer, attend school events, and visit their children during the workday. Partnership collaboration allows us to participate in community events. We also work with the Hillsborough County Commission, City of Tampa, Tampa Bay Lightning, St Joseph's Hospital, and Hillsborough County Arts Council. Rampello has been named a Golden School and a 5-Star School for eight years running.

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
Uppercue, Liz	Principal
Ambrose, Sharon	Assistant Principal
Youmans, Justin	Assistant Principal
Borths, Angela	Teacher, K-12

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)

Middle PSLT Members

The leadership team includes:

- Principal
 - Assistant Principal for Curriculum
 - Assistant Principal for Administration
 - Guidance Counselor
 - School Psychologist
 - School Social Worker
 - Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
 - ESE teacher
 - Subject Area Leaders (Middle)
 - Team Leaders (Middle)
 - SAC Chair
 - ELP Coordinator
 - ELL Representative
 - Attendance Committee Representative
 - Behavior Team Representative or Behavior Specialist/Coach
- (Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

Elementary/Middle

The examples below demonstrate the shared roles and responsibilities for members of the PSLT:

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

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

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are

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

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

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

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

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

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:

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.

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

Housing Programs

NA

Headstart

We utilize information from students in Head Start to transition into Kindergarten.

Adult Education

NA

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Liz Uppercue	Principal
Jennifer Wilder	Parent
Justin Youmans	Principal
Linda Pagan	Business/Community
Angel Borths	Teacher
Nashira Stokes	Parent
Donnalee Burke	Parent
Sara Cultra-Cole	Teacher
Linika Ballard	Parent
Kaila Gosselin	Teacher
Casey Crone	Parent
Becky Tolrud	Teacher
Lois Stoner	Teacher
Jessica White	Teacher
Alexith Pagan	Student
Taylor Crone	Student

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

Describe the use of SAC funds.

Enhancing literacy instruction; goal of increasing student achievement in the FSA ELA test for 2015-2016.

Books for our Media Center and possibly for teams of teachers. \$1200.00

Enhancing the school culture of college and career readiness.

Finding materials that showcase college-mindedness, like banners, posters, etc. will help us grow students who think about their future, and in turn, graduate at higher rates than the state and national average. \$332.00

Final Amount Spent
 \$1,532.00

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
Uppercue, Liz	Principal
Ambrose, Sharon	Assistant Principal
Youmans, Justin	Assistant Principal

b. Duties

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

The ILT 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 ILT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The 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 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 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 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

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 occurs under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance and progress up the career ladder. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

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. 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: After School Program

Minutes added to school year: 2,500

No Opt Out-- Program designed to give students in grade 6-8 a second chance to complete missing and late assignments. Students stay for an additional hour on early release days to complete missing work.

Strategy Rationale

Students failure rates in core classes was increasing, because students were not turning in work. Students are given the opportunity to complete missing/late work for up to 70 % of original credit.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Uppercue, Liz, liz.uppercue@sdhc.k12.fl.us

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

Rosters and attendance are kept each week of students in NOO. Teachers will also provide input. The failure rate will measure the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 20,000

Extended Learning Program- Grade 3-8 students are offered an opportunity for more instructional time. Grades K-2 are offered IStation computer program time before school, 4 days a week. Students who need additional instruction are offered Math and Reading instruction.

Strategy Rationale

To increase student achievement

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ambrose, Sharon, sharon.ambrose@sdhc.k12.fl.us

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

Student data will be collection through assessments both formal and informal, and the classroom teachers. Students will be measure on whether they show proficiency.

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

School wide AVID strategies are implemented. AVID classes go on field trips to local universities. Local magnet high schools present to the 8th grade class. Students have access to facilities such as the Glazier Children's Museum, Straz Center for the Performing Arts, the Patel Conservatory, the Tampa Museum of Art, the Tampa Bay History Center, the Hillsborough County Courthouse, and the Hillsborough County Public Library, all within walking distance of the school. Rampello collaborates with The Tampa Downtown Partnership, a private, not-for-profit 501(c)6 organization whose membership comprises nearly 200 companies, organizations and individuals with a common goal of advancing downtown Tampa. Rampello also works with organizations such as the Tampa Museum of Art, the Tampa Bay History Center, and the Patel Conservatory for the Performing Arts, and GTE Financial. Students are immersed with a successful group of responsible adults both at school, and in the downtown community who are invested in their education.

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

Students are offered the opportunity to earn high school credit through Algebra, Physical Science, and Spanish in grade 8. AVID offers college and career readiness training in the curriculum and through a series of guest speakers. All students also have the benefit of community speakers during the Great American Teach-In held in November.

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

School wide AVID (college and career readiness) program is utilized in our middle school grades, not only keep students organized, but to encourage discussion and/or debate centered around our grade level themes. AVID strategies used include: Socratic Seminars, Costa's Higher Level Thinking Framework, and Cornell notes schoolwide. Implement is school wide for AVID strategies. At the elementary level, AVID organizational strategies are being implemented. Each thematic lesson is a result of careful planning using the Florida Core, Higher Level Thinking scaffolding, and the magnet theme. Sixth grade students take part in a series of foundational lessons on career readiness to better prepare them for making decisions in their life.

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

In using the school wide AVID strategies, we teach the students organizational skills, accountability, and cross curricular strategies such as: Socratic Seminars, Costa's Higher Level Thinking Framework, Cornell notes, marking the text, and close reading. Response Tiered Intervention data and assessment data are used to identify students who are at risk, and offer them interventions as needed, such as ELP, NO Opt Out, and Sail to Success (Elementary RTI instruction)

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Differentiating instruction so that all students are engaged and make learning gains.
- G2.** Create a strong school culture where students, parents, staff, and other stakeholders have a positive experience.

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. Differentiating instruction so that all students are engaged and make learning gains. 1a

G082525

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Teachers must align instruction to standards and incorporate differentiated instruction.
- The identification of the lower quartile should occur in a timely manner.
- Training for all content area teachers for new testing expectations, or teacher willingness to attend content area training.
- We currently do not have a science teacher in the 8th grade.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff PD Sessions in-house
- PLC Meetings to discuss lower quartile and implement strategies as a team
- Involvement of Social Worker and School Psychologist to assist in attendance expectations with families
- Monthly data chats with reading coaches, SALs and grade level teams to discuss FAIR results and other assessments.
- After school ELP is offered
- Lead teacher and Hillsborough Virtual School to assist in curriculum for 8th grade science
- Additional support from coaches and subject area leaders (SALs)

Plan to Monitor Progress Toward G1. 8

Monthly data chats

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data chat logs

G2. Create a strong school culture where students, parents, staff, and other stakeholders have a positive experience. 1a

G081912

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- According to the 15-16 SCIP Survey, 40% of our students feel like they do not have a mentor at the school.
- According to the 15-16 TELL Survey, 36% of our instructional staff responded negatively to the question pertaining to a culture of trust & respect.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Cross-age tutoring/mentoring
- Open communication
- Time for teacher collaboration

Plan to Monitor Progress Toward G2. 8

Informal and formal feedback from students, parents, staff, and other stakeholders

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

emails, conferences, 2016-2017 TELL survey

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. Differentiating instruction so that all students are engaged and make learning gains. **1**

 G082525

G1.B1 Teachers must align instruction to standards and incorporate differentiated instruction. **2**

 B218490

G1.B1.S1 Teachers will receive support and guidance from a Reading Coach or a Subject Area Lead. Teachers receiving support from a Coach or SAL will feel more confident about teaching standards and incorporating differentiated instruction. **4**

 S230770

Strategy Rationale

On the 2016 FSA ELA state assessment, only 63% of students scored at the proficient levels (Level 3 or higher) in grades 3-8. On the 2016 FSA Math state assessment only 69% of students scored at the proficient levels (Level 3 or higher) in grades 3-8. Additional support will aid in increasing gains.

Action Step 1 **5**

Teachers will review student data with reading coaches to form action plans for student learning

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Reading coaches Juli Baker & Nancie Howley will supervise

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

Monitor and will check with Coaches periodically

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Collect copy of coaching calendar

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

Administrative observations, Learning Walks

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student data will be compared throughout the year to check for gains

G1.B2 The identification of the lower quartile should occur in a timely manner. 2

B219948

G1.B2.S1 All staff that assist in the direct instruction of students will communicate with each other about the needs and gains of the students in the lower quartile. 4

S232340

Strategy Rationale

Communication will aid in ensuring students receive appropriate instruction and/or differentiation based on their needs to achieve proficiency. Focusing on our most at-risk students is a necessity and supports must be in place. We want to see an increased percentage of students (grades 3-8) who scored in the bottom quartile make gains on the 2017 FSA Mathematics & ELA state assessments.

-On the 2016 FSA ELA Assessment, 52% of students who scored in the bottom quartile (Level 2 or lower) in grades 3-8 made gains.

-On the 2016 FSA Math assessment, 59% of students who scored in the bottom quartile (Level 2 or lower) in grades 3-8 made gains.

Action Step 1 5

Staff will communicate in PLCs and with other communication tools about the progress of all students they directly instruct

Person Responsible

Sharon Ambrose

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Evidence will be apparent through emails, meeting notes, and copies of shared student data

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

Coaches and SALs will meet with faculty to ensure expectations are clearly communicated.

Person Responsible

Sharon Ambrose

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Evidence will be apparent through emails, meeting notes, and copies of shared student data

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

Administrators will check for implementation of new student expectations in the classrooms through meetings, PLCs, and classroom walkthroughs.

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Evidence will include objectives that will reflect new expectations for student achievement and periodic meetings with SALs and Coaches to check implementation.

G1.B3 Training for all content area teachers for new testing expectations, or teacher willingness to attend content area training. 2

 B219949

G1.B3.S1 Targeted PLCs with grade level and whole faculty to learn new expectations for testing and teaching strategies 4

 S232343

Strategy Rationale

Teachers need to know the expectation before they can teach the students to how to meet the expectations

Action Step 1 5

Hold PLCs to inform faculty of expectations for testing as they become apparent.

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Faculty Meeting Notes

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

Periodic checks for implementation of new standards and expectations

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Evidence will be produced through meeting notes, transcripts of training attended, PLC attendance, and classroom walkthroughs.

G1.B3.S2 Offer in-service points, and/or compensatory time to encourage teachers to attend site-based training 4

 S232344

Strategy Rationale

Teachers need to feel like the training is a valuable use of their time.

Action Step 1 5

Planning in "Differentiated Staff PD" led by teachers at our site. Utilizing the talent at Rampello.

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance logs from PD, staff reflection on implementation of new strategies/best practices

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Classroom walkthroughs, observations, conversations & polling teachers (formal & informal).

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

informal feedback for teachers from administration and peers

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Make training on-site, and utilize the talent at Rampello.

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PD logs, teacher feedback, attendance

G1.B4 We currently do not have a science teacher in the 8th grade. 2

B220103

G1.B4.S1 Incorporating online curriculum to meet students' learning needs 4

S232345

Strategy Rationale

We currently do not have a science teacher in the 8th grade. There is a nation-wide shortage, and it is unlikely and we are not anticipating finding a highly-qualified teacher in the short-term. We are committed to helping our students succeed by providing quality materials through unconventional means, if necessary.

Action Step 1 5

Professional development for PENDA Learning

Person Responsible

Justin Youmans

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PD logs, walkthroughs to support implementation

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Progress monitor the implementation of the PENDA Learning program.

Person Responsible

Justin Youmans

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Student work samples.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Data collected from PENDA Learning from student assessments.

Person Responsible

Justin Youmans

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Look for trend data and find spots in the curriculum where students are struggling.

G2. Create a strong school culture where students, parents, staff, and other stakeholders have a positive experience. 1

G081912

G2.B1 According to the 15-16 SCIP Survey, 40% of our students feel like they do not have a mentor at the school. 2

B216604

G2.B1.S1 Increasing the amount of communication in many realms; this includes among staff members, and to students and parents. 4

S228952

Strategy Rationale

All stakeholders will feel involved in the culture of the school.

Action Step 1 5

Restructuring faculty meeting opportunities to make them more purposeful, with enhanced communication.

Person Responsible

Liz Uppercue

Schedule

Weekly, from 8/2/2016 to 5/26/2017

Evidence of Completion

PLC logs, notes, and meeting minutes.

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

Follow-up on concerns, and incorporate more face-to-face time with administrators.

Person Responsible

Liz Uppercue

Schedule

Weekly, from 8/2/2016 to 5/26/2017

Evidence of Completion

PLC logs, notes, meeting minutes.

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

Monitor attendance. Continue to ask for feedback and check in to be sure information is communicated clearly. Monitor the attendance of families at family museum nights, award ceremonies, and conference nights.

Person Responsible

Liz Uppercue


Schedule

Monthly, from 8/10/2016 to 5/26/2017


Evidence of Completion

attendance and parent involvement

G2.B2 According to the 15-16 TELL Survey, 36% of our instructional staff responded negatively to the question pertaining to a culture of trust & respect. **2**

 B216605

G2.B2.S1 Increasing the amount of communication in many realms; this includes among staff members, and to students and parents. **4**

 S228957

Strategy Rationale

All stakeholders will feel involved in the culture of the school.

Action Step 1 **5**

Restructuring faculty meeting opportunities to make them more purposeful, with enhanced communication.

Person Responsible

Liz Uppercue

Schedule

Weekly, from 8/2/2016 to 5/26/2017

Evidence of Completion

PLC logs, notes, and meeting minutes.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

The leadership team will receive copies of grade level newsletters being sent to parents. Teachers will receive a weekly bulletin with important dates and events. The leadership team will also make use of the Remind app which alerts families via text message about important events and dates.

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Evidence will be supported by emails, newsletters, Edsby messages, and school wide messages using the Remind app.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers and administrators will use informal and formal feedback from students, parents, and other faculty members to ensure there is increased communication in the school.

Person Responsible

Liz Uppercue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

2016-2017 TELL survey results will reflect an increase in the response related to a culture of respect and trust.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G2.B1.S1.MA1 M293109	Follow-up on concerns, and incorporate more face-to-face time with administrators.	Uppercue, Liz	8/2/2016	PLC logs, notes, meeting minutes.	5/26/2017 weekly
G2.B2.S1.A1 A291398	Restructuring faculty meeting opportunities to make them more purposeful, with enhanced...	Uppercue, Liz	8/2/2016	PLC logs, notes, and meeting minutes.	5/26/2017 weekly
G2.B1.S1.A1 A291382	Restructuring faculty meeting opportunities to make them more purposeful, with enhanced...	Uppercue, Liz	8/2/2016	PLC logs, notes, and meeting minutes.	5/26/2017 weekly
G1.B1.S1.MA1 M297317	Administrative observations, Learning Walks	Uppercue, Liz	8/10/2016	Student data will be compared throughout the year to check for gains	5/26/2017 quarterly
G2.B1.S1.MA1 M293118	Monitor attendance. Continue to ask for feedback and check in to be sure information is...	Uppercue, Liz	8/10/2016	attendance and parent involvement	5/26/2017 monthly
G2.B2.S1.MA1 M293125	Teachers and administrators will use informal and formal feedback from students, parents, and other...	Uppercue, Liz	8/10/2016	2016-2017 TELL survey results will reflect an increase in the response related to a culture of respect and trust.	5/26/2017 quarterly
G2.B2.S1.MA1 M293124	The leadership team will receive copies of grade level newsletters being sent to parents. Teachers...	Uppercue, Liz	8/10/2016	Evidence will be supported by emails, newsletters, Edsby messages, and school wide messages using the Remind app.	5/26/2017 quarterly
G2.MA1 M293119	Informal and formal feedback from students, parents, staff, and other stakeholders	Uppercue, Liz	8/10/2016	emails, conferences, 2016-2017 TELL survey	5/26/2017 quarterly
G1.MA1 M297319	Monthly data chats	Uppercue, Liz	8/10/2016	Data chat logs	5/26/2017 quarterly
G1.B1.S1.MA1 M297316	Monitor and will check with Coaches periodically	Uppercue, Liz	8/10/2016	Collect copy of coaching calendar	5/26/2017 quarterly
G1.B1.S1.A1 A294597	Teachers will review student data with reading coaches to form action plans for student learning	Uppercue, Liz	8/10/2016	Reading coaches Juli Baker & Nancie Howley will supervise	5/26/2017 quarterly
G1.B4.S1.A1 A297263	Professional development for PENDA Learning	Youmans, Justin	8/10/2016	PD logs, walkthroughs to support implementation	5/26/2017 quarterly
G1.B2.S1.MA1 M301012	Coaches and SALs will meet with faculty to ensure expectations are clearly communicated.	Ambrose, Sharon	8/10/2016	Evidence will be apparent through emails, meeting notes, and copies of shared student data	5/26/2017 quarterly
G1.B2.S1.A1 A297259	Staff will communicate in PLCs and with other communication tools about the progress of all...	Ambrose, Sharon	8/10/2016	Evidence will be apparent through emails, meeting notes, and copies of shared student data	5/26/2017 quarterly
G1.B3.S1.MA1 M301013	Periodic checks for implementation of new standards and expectations	Uppercue, Liz	8/10/2016	Evidence will be produced through meeting notes, transcripts of training attended, PLC attendance, and classroom walkthroughs.	5/26/2017 quarterly
G1.B3.S1.A1 A297260	Hold PLCs to inform faculty of expectations for testing as they become apparent.	Uppercue, Liz	8/10/2016	Faculty Meeting Notes	5/26/2017 quarterly
G1.B3.S2.MA1 M301015	Make training on-site, and utilize the talent at Rampello.	Uppercue, Liz	8/10/2016	PD logs, teacher feedback, attendance	5/26/2017 quarterly
G1.B3.S2.A1 A297262	Planning in "Differentiated Staff PD" led by teachers at our site. Utilizing the talent at...	Uppercue, Liz	8/10/2016	Attendance logs from PD, staff reflection on implementation of new strategies/best practices	5/26/2017 quarterly
G1.B2.S1.MA1 M301018	Administrators will check for implementation of new student	Uppercue, Liz	8/18/2016	Evidence will include objectives that will reflect new expectations for student	5/26/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	expectations in the classrooms through...			achievement and periodic meetings with SALs and Coaches to check implementation.	
G1.B3.S2.MA1 M301014	Classroom walkthroughs, observations, conversations & polling teachers (formal & informal).	Uppercue, Liz	8/26/2016	informal feedback for teachers from administration and peers	5/26/2017 quarterly
G1.B4.S1.MA1 M301017	Data collected from PENDA Learning from student assessments.	Youmans, Justin	9/19/2016	Look for trend data and find spots in the curriculum where students are struggling.	5/26/2017 monthly
G1.B4.S1.MA1 M301016	Progress monitor the implementation of the PENDA Learning program.	Youmans, Justin	9/19/2016	Student work samples.	5/26/2017 monthly

V. Professional Development Opportunities

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

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	Teachers will review student data with reading coaches to form action plans for student learning	\$0.00
2	G1.B2.S1.A1	Staff will communicate in PLCs and with other communication tools about the progress of all students they directly instruct	\$0.00
3	G1.B3.S1.A1	Hold PLCs to inform faculty of expectations for testing as they become apparent.	\$0.00
4	G1.B3.S2.A1	Planning in "Differentiated Staff PD" led by teachers at our site. Utilizing the talent at Rampello.	\$0.00
5	G1.B4.S1.A1	Professional development for PENDA Learning	\$0.00
6	G2.B1.S1.A1	Restructuring faculty meeting opportunities to make them more purposeful, with enhanced communication.	\$0.00
7	G2.B2.S1.A1	Restructuring faculty meeting opportunities to make them more purposeful, with enhanced communication.	\$0.00
Total:			\$0.00