School Demographics

<table>
<thead>
<tr>
<th>School Type and Grades Served</th>
<th>2016-17 Title I School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School PK-5</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes 78%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Service Type</th>
<th>Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>(per MSID File)</td>
<td></td>
</tr>
<tr>
<td>K-12 General Education</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-17 Minority Rate (Reported as Non-white on Survey 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No 70%</td>
</tr>
</tbody>
</table>

School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>C</td>
<td>C</td>
<td>C*</td>
<td>A</td>
</tr>
</tbody>
</table>

*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.
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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 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 Seminole Elementary School

<table>
<thead>
<tr>
<th>DA Region and RED</th>
<th>DA Category and Turnaround Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwest - Julio Valle</td>
<td>Not In DA - N/A</td>
</tr>
</tbody>
</table>
I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

   a. Provide the school's mission statement

   The Seminole School Family will provide quality differentiated education through rigorous and engaging curriculum within a safe nurturing environment that builds leadership skills within our diverse community, which promotes collaborative and creative problem solving. Our goal is to engage students in a program of academic excellence that will prepare them to be independent, responsible citizens in our community.

   b. Provide the school's vision statement

   The Vision Statement of Seminole Elementary School is to create an environment where learners set goals and work with integrity to become leaders who strive for excellence.

2. School Environment

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

   Prior to the start of the school year, teachers connect with parents and students through events such as Kindergarten Round-up and Meet the Teacher. Other events take place through the remainder of the year such as Red Carpet Reading, Grandparents Breakfast, Cuddle Up and Read, Heart Felt Thanksgiving, Autism Awareness Pep Rally, Walk to Success (Hillsborough High School) and other monthly curriculum nights designed in partnership with PTA & SIP, for students, parents and teachers. These events serve to strengthen the home to school relationship and ensure students and parents are "college ready" for future success. Our primary goal is to enable teachers and community to develop a deeper understanding of our school community's beliefs, culture, and nuances.

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

   Teachers create a positive and collaborative environment in their classrooms using Family Meetings to discuss instructional goals for the day and problem solve learning strategies for all content areas. A risk free learning culture is established to support students as they use creative problem solving and Socratic inquiry methods to explore ongoing investigations. Students are empowered decision makers school-wide Student Council, National Elementary Honor Society, Tuesday Mentor Days, and Leader In Me classroom programs. Staff members greet students and parents upon arrival and dismissal throughout the school. After school activities through HOST, Little Kids Rock and ongoing academic clubs are available for all 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

   A school-wide behavior plan was developed by using the Leader In Me, Champs, and school wide code system to ensure student safety, decrease distractions, and increase learning time and opportunities for students. The school-wide plan outlines procedures and expectations during various daily activities: arrival, dismissal, specials classes, lunch time, as well as hallway behavior. The plan provides specific lessons to teach students expected school behaviors. As part of each teacher's
classroom management system, students are coached to establish leadership skills throughout the
day, allowing them to make improvements in learning behavior as needed. Consequences and
incentives are designed by each grade level based on the school wide plan. Procedures are
established as the year begins: arrive on time, be present, and engaged during school lessons.
Students recite the school pledge each day, which addresses Respect, Responsibility and
Readiness. Using incentives to promote citizenship students are recognized for their positive
engagement with "Caught Being Good" mini certificates being read on the morning show on a weekly
basis. Eagle Bucks are distributed to classes at lunch to encourage positive friendships and kindness.
At the end of each month a classroom from each grade level will be recognized for their
accomplishment of having the most Eagle Bucks.

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 Instructional Leadership Team/PLC is to monitor student data
related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of
instruction and interventions by reviewing student data as well as data related to fidelity of
implementation (teacher walk-through data).

The Instructional Leadership Team guides grade level teams during PLCs to implement the proposed
strategies by distributing ILT Members (Data Coaches) across the PLCs to facilitate planning and
implementation. Once strategies are put in place, ILT Members supporting PLCs as Data Coaches
articulate meeting outcomes and curriculum concerns based on student needs as indicated by data
trends and patterns 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:

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)

Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas
– curriculum content, behavior, and attendance
1. Develop and test hypotheses about why student/school problems are occurring (changeable
   barriers).
2. Develop and target interventions based on confirmed hypotheses. Interventions may include
   academic interventions as well as counseling, mentoring, and other pupil services.
3. 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.
4. Develop grading period or units of instruction//intervention goals that are ambitious, time-bound,
   and measurable (e.g., SMART goals).
5. 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).
6. Teams work together to develop action plan for SIP strategies supported by ILT for 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?

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 suspensions (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; Data Wall, Dashboard; Instructional 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; Instructional Leadership Team/PLCs/MTSS/Individual teachers.

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

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

TEACHERS’ COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, Standards Based Assessment; Individual teachers/Team Leaders/PLC Facilitators/ Instructional 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; Instructional 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; Reading Interims and Spelling Inventories.

RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS: 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/ILT/PLCs.

DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; ILT/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; ILT/Dropout Prevention Specialist/PLCs/Guidance Counselor/MTSS.

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:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance below 90 percent</td>
<td></td>
<td>1</td>
<td>14</td>
<td>6</td>
<td>11</td>
<td>10</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>20</td>
<td>32</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

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 Instructional 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 and trends to PLCs and facilitate problem solving within the content/grade level teams.

The Instructional 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 standards curriculum 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; Morning Learning Academy; Math Enrichment) that provide intervention support to low quartile students, potential band g 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:

- Implementation and support of PLCs
- Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the ILT).
- 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 ILT).
- Implementation of research-based scientifically validated instructional strategies and/or interventions (as outlined in our SIP).
- 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 ILT.
- 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 Curriculum Champs (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?
   
   Yes

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

   2. **Description**

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

   Relationships are developed with local businesses and community members by inviting them to be part of our school community in a variety of ways. All stakeholders are invited to attend monthly SAC and PTA meetings to help address school challenges and become active stakeholders. They are given opportunities to volunteer their time by offering energy, expertise or services that might help the school stakeholders increase student achievement and leadership skills. We invite parents and community members to our annual Walk to Success (Walk to Hillsborough High School) school-wide event. We also invite local business partners to sponsor and/or support this grand event, along with other parent nights. Additional parent and community involvement opportunities are offered through the iMOMs and All Pro Dads Breakfasts hosted at Seminole Quarterly throughout the school year.

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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters, Jackie</td>
<td>Principal</td>
</tr>
<tr>
<td>Quinta, Cynthia</td>
<td>Assistant Principal</td>
</tr>
</tbody>
</table>

   b. Duties

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

   Elementary ILT/CABNT Members include:
   • Principal
   • Assistant Principal
   • Guidance Counselor
   • School Psychologist
   • School Social Worker
   • Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
   • ESE Specialist
   • 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)

Elementary/Middle/High
The examples below demonstrate the shared roles and responsibilities for members of the ILT/CABNT:

ILT Team—Principal/Assistant Principal: coordinates and schedules meetings of the decision making team to ensure integrity and consistency of the PLC/RtI implementation at the building level. The principal should attend ILT 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)
ILT/MTSS/PLCs Meeting Facilitators — 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.
ILT 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.
ILT 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.
ILT 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.
ILT 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 ILT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team Members to act as Data Coaches across 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/ILT.

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

Elementary/Middle/High

In an effort to engage in a systematic date-based problem solving process, the school’s Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below -- 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 disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance:

- Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
- Develop and target interventions based on confirmed hypotheses.
- Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- 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).
- 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 (ILT):

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 ILT meets regularly (e.g., bi-weekly/monthly). The ILT 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 ILT)

Strengthen Tier 1 core instruction by:
• Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
• Supporting PLCs with planning and delivering rigorous core instruction.
• Ensuring opportunities for common assessments are provided across each grade level.
• Reviewing common assessment data to monitor students Response to Core Instruction.
• Monitoring the fidelity of instructional practices.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.
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*

   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*

   NA
   No SAC Funds are Available for 1718 School Year

   ~~~~~~~~~~~~~~~~~~~~~~~~~~
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

There are no funds available this year for SAC.

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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters, Jackie</td>
<td>Principal</td>
</tr>
</tbody>
</table>

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 Instructional Leadership Team and Grade Level PLCs. The team provides leadership for the implementation of reading goals, strategies, and actions steps related reading and writing on the SIP.

Members include:
Principal
Assistant Principal
Reading Coach/Resource Teacher
ESE Teacher
ELL Representative
Grade Level Representatives

The principal is the LLT (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 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

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 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 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:

<table>
<thead>
<tr>
<th>Strategy: After School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes added to school year: 2,340</td>
</tr>
</tbody>
</table>

We are providing curriculum based CSI camps to students throughout the year in the areas of ELA, Math, and Science. Students will be grouped by grade level and meet one to two times per week.

**Strategy Rationale**

We will provide remediation and enrichment to students in grades 3, 4, and 5. Students will be exposed to Florida State Standards in investigative inquiries.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Quinta, Cynthia, cynthia.quinta@sdhc.k12.fl.us

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

We will use formative assessments as well as interim assessments in the various academic areas. This will help us to determine additional instructional foci when planning subsequent activities. We will be looking for an increase in student performance over the course of the year.

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

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).

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

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.

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 will increase when teachers align curriculum, instructional strategies and assessment with standards based learning.

G2. Student achievement will increase when teachers deepen their knowledge of standards based instruction.

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 will increase when teachers align curriculum, instructional strategies and assessment with standards based learning.

### Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Reading Gains</td>
<td>45.0</td>
</tr>
</tbody>
</table>

### Targeted Barriers to Achieving the Goal

- Time
- Exposure to highly successful exemplar role models/coaching.

### Resources Available to Help Reduce or Eliminate the Barriers

- Use of Instructional Support Staff to create common schedules for planning and Vertical Monthly Planning
- School Based Professional Development

### Plan to Monitor Progress Toward G1.

Progress Monitoring School and District Assessments, MTSS triangulation sheets; PLC Log/Minutes

**Person Responsible**

Jackie Masters

**Schedule**

Monthly, from 9/4/2017 to 5/31/2018

**Evidence of Completion**

Data bases, student notebooks, rubrics, and data chat summary sheets.
G2. Student achievement will increase when teachers deepen their knowledge of standards based instruction.

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA ELA Achievement</td>
<td>45.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal

- Time
- Teacher and Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers

- Collaborative Team Planning
- Professional Development
- School wide academic & attendance incentives

Plan to Monitor Progress Toward G2.

Data collected to determine progress towards goal will come from Data Chats held during report card reviews, PLCs, RTI/MTSS, I-Ready, School City, student data binders with goals and FAIR (grades 3-5).

Person Responsible
Jackie Masters

Schedule
Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion
Evidence: data from Data Chats during report card reviews, PLCs, ILTs, ILWs, RTI/MTSS triangulations, I-Ready, School City, I-station, and FAIR.
Action Plan for Improvement

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

Problem Solving Key

G = Goal
B = Barrier
S = Strategy
1 = Problem Solving Step
S123456 = Quick Key

G1. Student achievement will increase when teachers align curriculum, instructional strategies and assessment with standards based learning. 1

G1.B1 Time 2

G1.B1.S1 Vertical planning days once a month, common planning time for teachers two days a week, biweekly planning meetings with Resource Teachers in content areas and grade level with common content. 4

Strategy Rationale

More time for specific coaching feedback along with standards based planning for instructional alignment.

Action Step 1 5

Calendar for Common Grade Level Standards based Curriculum Mapping supporting Accountable Conversations on a weekly basis, facilitated by Content Specialists and Data Coaches.

Person Responsible
Cynthia Quinta

Schedule
Daily, from 8/21/2017 to 5/18/2018

Evidence of Completion
Instructional Learning Walks, Fish Bowl Classroom Visits, and Administrative Observations
Plan to Monitor Fidelity of Implementation of G1.B1.S1

Ongoing classroom observations: formal, informal, classroom learning walks, after school learning walks, PLCs to review observation data

**Person Responsible**

Cynthia Quinta

**Schedule**

Weekly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Teacher Evaluation Data from LTM, Student Academic Data from School, District and State Assessments will be analyzed for trends and patterns and reviewed with teachers by coaches and administrators for instructional standards based planning.

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

Teacher PLC feedback from Data Coaches, review student success data, review KPI data, meet with coaches and teachers to assess their needs for topics that will be addressed during Vertical Planning.

**Person Responsible**

Cynthia Quinta

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Assessment Data Collection: school, district and state data, teacher surveys, teacher observations, classroom walkthrough, instructional learning walks
Exposure to highly successful exemplar role models/coaching.

Use of Content Coaches and Teacher Champions on staff to model and conduct fish bowl PD with teachers that will empower and increase teacher "with-it-ness" to grow teacher tool-boxes for rigor and increased student engagement.

Strategy Rationale

Teachers must take ownership of their classrooms by designing appropriately differentiated lessons that offer rich learning experiences aligned with Core Standards.

Action Step 1

Planning PD using strategies monthly to support aligned of activities with core standards.

Person Responsible
Cynthia Quinta

Schedule
Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

School, district, and state data collections will occur along with teacher observations, classroom walk through and ongoing PLC validation logs from Data Coaches.

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

Surveys, interviews and application observations through classroom walk-throughs.

Person Responsible
Cynthia Quinta

Schedule
Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

student data, teacher dashboard reports on class data and observations and anecdotal notes to support application of strategies.
Plan to Monitor Effectiveness of Implementation of G1.B2.S1

Surveys, interviews and application observations through classroom walk-throughs.

**Person Responsible**

**Schedule**

Monthly, from 9/4/2017 to 5/25/2018

**Evidence of Completion**

student data, teacher dashboard reports on class data and observations and anecdotal notes to support application of strategies.

---

**G2. Student achievement will increase when teachers deepen their knowledge of standards based instruction.**

**G2.B1 Time**

**G2.B1.S1 Professional Development utilizing the Standards Study Model, Instructional Leadership Team and Professional Learning Communities, staff will participate in PD.**

**Strategy Rationale**

To ensure teachers implement standards based curriculum with fidelity.

**Action Step 1**

School based professional development for all staff members to attend the Standards Based Training for ELA, ongoing ILT experiences, Standards Focused PLCs, with follow up PD activities indicated by Support Staff and Instructional Staff.

**Person Responsible**

Jackie Masters

**Schedule**

Monthly, from 8/22/2017 to 5/31/2018

**Evidence of Completion**

Through Formal and Informal observations, classroom walk-throughs, and data collection.
Plan to Monitor Fidelity of Implementation of G2.B1.S1

Through Formal and Informal Observations (LTM), Instructional Learning Walks, Data Chats during Report Card Reviews and ongoing school, district and state data collection to determine strengths and weaknesses.

**Person Responsible**

Jackie Masters

**Schedule**

Monthly, from 8/30/2017 to 5/24/2018

**Evidence of Completion**

Observations, Walk Throughs, Instructional Learning walks, ILTs and data collection

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

Effectiveness will be monitored by analyzing school, district and state-wide assessments.

**Person Responsible**

Jackie Masters

**Schedule**

Monthly, from 9/22/2017 to 5/31/2018

**Evidence of Completion**

Evidence will be analyzed by conducting data collection: teacher, school, district and state-wide assessments.
Teacher and Student Attendance

G2.B2.S1 Incentives provided each quarter to encourage student attendance and recognize students with perfect attendance at Eagle Awards Assemblies.

Strategy Rationale

Positive reinforcement accompanied with parent incentives of gift cards will ensure students work diligently to arrive on time, stay at school all day, and have perfect attendance each quarter of the school year.

Action Step 1

Guidance Counselor and Social Worker will work with all students and classroom teachers to encourage and celebrate student attendance achievements and improvements based on individual student goals for success.

Person Responsible
Cynthia Quinta

Schedule
Quarterly, from 9/11/2017 to 5/31/2018

Evidence of Completion
Data collected from DP Clerk will be reviewed to establish improvements for success, and sustained success.

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

Collect attendance student and staff data: late sign-in/out data, verify accuracy with teachers and parents by ongoing mail-out to parents when 10+ absences have been accrued.

Person Responsible
Cynthia Quinta

Schedule
Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion
Data collections from main frame and EdConnect for attendance, sign-in/outs, etc.
Plan to Monitor Effectiveness of Implementation of G2.B2.S1

Track student academic data with behavior and attendance data for trends and correlations.

**Person Responsible**
Cynthia Quinta

**Schedule**
Annually, from 9/4/2017 to 5/25/2018

**Evidence of Completion**
FSA Data, Primary Academcy Data Collection District Assessment, Behavior Referrals, and Attendance Data.
### IV. Implementation Timeline

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1.B2.S1.A1</td>
<td>Planning PD using strategies monthly to support aligned of activities with core standards.</td>
<td>Quinta, Cynthia</td>
<td>9/4/2017</td>
<td>School, district, and state data collections will occur along with teacher observations, classroom walk through and ongoing PLC validation logs from Data Coaches.</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G2.MA1</td>
<td>Data collected to determine progress towards goal will come from Data Chats held during report card...</td>
<td>Masters, Jackie</td>
<td>9/4/2017</td>
<td>Evidence: data from Data Chats during report card reviews, PLCs, ILTs, ILWs, RTI/MTSS triangulations, I-Ready, School City, I-station, and FAIR.</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G1.B1.S1.MA1</td>
<td>Teacher PLC feedback from Data Coaches, review student success data, review KPI data, meet with...</td>
<td>Quinta, Cynthia</td>
<td>8/28/2017</td>
<td>Assessment Data Collection: school, district and state data, teacher surveys, teacher observations, classroom walkthrough, instructional learning walks</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G1.B1.S1.MA1</td>
<td>Ongoing classroom observations: formal, informal, classroom learning walks, after school learning...</td>
<td>Quinta, Cynthia</td>
<td>8/28/2017</td>
<td>Teacher Evaluation Data from LTM, Student Academic Data from School, District and State Assessments will be analyzed for trends and patterns and reviewed with teachers by coaches and administrators for instructional standards based planning.</td>
<td>5/25/2018 weekly</td>
</tr>
<tr>
<td>G1.B2.S1.MA1</td>
<td>Surveys, interviews and application observations through classroom walk-throughs.</td>
<td>Quinta, Cynthia</td>
<td>9/4/2017</td>
<td>student data, teacher dashboard reports on class data and observations and anecdotal notes to support application of strategies.</td>
<td>5/25/2018 monthly</td>
</tr>
<tr>
<td>G1.B2.S1.MA1</td>
<td>Surveys, interviews and application observations through classroom walk-throughs.</td>
<td>9/4/2017</td>
<td>student data, teacher dashboard reports on class data and observations and anecdotal notes to support application of strategies.</td>
<td>5/25/2018 monthly</td>
<td></td>
</tr>
<tr>
<td>G1.MA1</td>
<td>Progress Monitoring School and District Assessments, MTSS triangulation sheets; PLC Log/Minutes</td>
<td>Masters, Jackie</td>
<td>9/4/2017</td>
<td>Data bases, student notebooks, rubrics, and data chat summary sheets.</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>G2.B1.S1.A1</td>
<td>School based professional development for all staff members to attend the Standards Based Training...</td>
<td>Masters, Jackie</td>
<td>8/22/2017</td>
<td>Through Formal and Informal observations, classroom walk-throughs, and data collection.</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>G2.B1.S1.MA1</td>
<td>Effectiveness will be monitored by analyzing school, district and state-wide assessments.</td>
<td>Masters, Jackie</td>
<td>9/22/2017</td>
<td>Evidence will be analyzed by conducting data collection: teacher, school, district and state-wide assessments.</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>G2.B2.S1.MA1</td>
<td>Collect attendance student and staff data: late sign-in/out data, verify accuracy with teachers...</td>
<td>Quinta, Cynthia</td>
<td>9/4/2017</td>
<td>Data collections from main frame and EdConnect for attendance, sign-in-outs, etc.</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>G2.B2.S1.A1</td>
<td>Guidance Counselor and Social Worker will work with all students and classroom teachers to...</td>
<td>Quinta, Cynthia</td>
<td>9/11/2017</td>
<td>Data collected from DP Clerk will be reviewed to establish improvements for success, and sustained success.</td>
<td>5/31/2018 quarterly</td>
</tr>
</tbody>
</table>
V. Professional Development Opportunities

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

G1. Student achievement will increase when teachers align curriculum, instructional strategies and assessment with standards based learning.

G1.B1 Time

G1.B1.S1 Vertical planning days once a month, common planning time for teachers two days a week, biweekly planning meetings with Resource Teachers in content areas and grade level with common content.

PD Opportunity 1

Calendar for Common Grade Level Standards based Curriculum Mapping supporting Accountable Conversations on a weekly basis, facilitated by Content Specialists and Data Coaches.

Facilitator

Reading and Math Coach

Participants

All General Education Teachers and VE Resource Teachers

Schedule

Daily, from 8/21/2017 to 5/18/2018

G1.B2 Exposure to highly successful exemplar role models/coaching.

G1.B2.S1 Use of Content Coaches and Teacher Champions on staff to model and conduct fish bowl PD with teachers that will empower and increase teacher "with-it-ness" to grow teacher tool-boxes for rigor and increased student engagement.

PD Opportunity 1

Planning PD using strategies monthly to support aligned of activities with core standards.

Facilitator

Content Coaches

Participants

All Instructional and Support Staff

Schedule

Monthly, from 9/4/2017 to 5/25/2018
G2. Student achievement will increase when teachers deepen their knowledge of standards based instruction.

G2.B1 Time

G2.B1.S1 Professional Development utilizing the Standards Study Model, Instructional Leadership Team and Professional Learning Communities, staff will participate in PD.

PD Opportunity 1

School based professional development for all staff members to attend the Standards Based Training for ELA, ongoing ILT experiences, Standards Focused PLCs, with follow up PD activities indicated by Support Staff and Instructional Staff.

Facilitator

Diana Carry, School Administrators, Reading & Math Coaches

Participants

All General Education Teachers and VE Resource Teachers.

Schedule

Monthly, from 8/22/2017 to 5/31/2018
VI. Technical Assistance Items

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

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G1.B1.S1.A1 Calendar for Common Grade Level Standards based Curriculum Mapping supporting Accountable Conversations on a weekly basis, facilitated by Content Specialists and Data Coaches.</td>
<td>$0.00</td>
</tr>
<tr>
<td>2</td>
<td>G1.B2.S1.A1 Planning PD using strategies monthly to support aligned of activities with core standards.</td>
<td>$0.00</td>
</tr>
<tr>
<td>3</td>
<td>G2.B1.S1.A1 School based professional development for all staff members to attend the Standards Based Training for ELA, ongoing ILT experiences, Standards Focused PLCs, with follow up PD activities indicated by Support Staff and Instructional Staff.</td>
<td>$0.00</td>
</tr>
<tr>
<td>4</td>
<td>G2.B2.S1.A1 Guidance Counselor and Social Worker will work with all students and classroom teachers to encourage and celebrate student attendance achievements and improvements based on individual student goals for success.</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Total: $0.00