

Egypt Lake Elementary School



2014-15 School Improvement Plan

Egypt Lake Elementary School

6707 N GLEN AVE, Tampa, FL 33614

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
94%

Alternative/ESE Center
No

Charter School
No

Minority
92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	A

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 with a grade of F within the prior two years. 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	24
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	40
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	42

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Egypt Lake Elementary School will provide opportunities to develop life long learners by establishing academic and social development programs designed to meet individual needs.

Provide the school's vision statement

Our students will be provided with a learning environment in which we can nurture their development socially, emotionally, intellectually, and physically. This environment will empower our students to become responsible, independent thinkers, and successful contributors to our society.

School Environment

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

The school provides professional development focused on creating culturally responsive classrooms. Student surveys are used to gather information and build rapport between teachers and students. Students are given a voice in the creation of classroom guidelines and procedures through the use of classroom learning systems and quality tools. Parent nights encourage families to partner with the school and allow for additional opportunities to build relationships. The use of bilingual assistants in conferences, parent nights and other school events encourage positive relationships between teachers, parents and students.

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

The school has a school wide discipline plan which includes positive reinforcement for both the individual student and classes of students. A safe campus is maintained through the use of staff and safety patrols. The staff is provided professional development focused on developing culturally responsive classrooms through the use of student protocols and morning meetings. The school provides small group guidance and behavior strategy groups, as well as individual counseling, for those students in need of additional support. Adult mentors are provided for identified at-risk students.

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

The school has established guidelines for success and clear behavioral expectations. The school utilizes C.H.A.M.P.S. - A Proactive and Positive Approach to Classroom Management school wide. All students participate in a behavior/expectation orientation during the first week of school. Professional development focused on C.H.A.M.P.S. implementation was conducted during pre-planning. Supplemental staff development will continue throughout the year to support continued implementation and fidelity. Professional Learning Communities and/or The Problem Solving Leadership Team are utilized to design Tier 2 and/or Tier 3 intervention as needed. Ongoing professional development is conducted by the Problem Solving Leadership Team. Side-by-side

coaching is available to those staff members requiring additional support. Behavioral data is collected school wide and reviewed on a regular basis.

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 that implementation of strategies are resulting in positive student growth?
 2. To what extent are we making the 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?

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).

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(s) (in or out of school)

Excessive tardies (5 or more per grading period)

ELA/Math course failure

Level 1 FCAT score

Early warning system data can come from the following sources:

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

FCAT 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.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	20	16	14	20	0	82
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	2	17	1	2	21	10	53

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	
Students exhibiting two or more indicators	2	3	1	1	11	18

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 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).

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198140>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Regular and on-going communication proves effective in garnering support of families and the community. Egypt Lake will continue to build and foster partnerships with local community and business organizations such as extending invitations to participate in such events as The Great American Teach In; family and curriculum nights. and our Eagle Nest school store. Likewise, ELE has partnered with Jesuit High School Key Club and the Tampa Bay Buccaneers. We will continue to communicate school events and positive school news in our Egypt Lake newsletters and other media sources.

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).

School Leadership Team

Membership

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

Name	Title
Sierra, Lydia	Principal

Duties

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

The leadership team includes, for example:

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

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

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/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 should 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 is 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.

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

At the end and beginning of each year, schools take an inventory of resources, including 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. Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Supports the implementation of high quality instructional practices during core and intervention blocks.
3. Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicates 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 for the 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 supports systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitors 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.

The HCPS Fidelity of MTSS-Rtl Practices Rubric (found on the Rtl icon) will be used to evaluate the school's implementation of MTSS practices. The rubric is broken into 4 domains (Administrative Support, Tier 1 Practices, Tier 2 Practices, and Tier 3 Practices). Each domain has 5-7 rated items, as indicated on the scale below:

Not Evident (0) – the PSLT indicates that the school has not implemented/engaged in MTSS practices on an identified item.

Developing (1) – The PSLT indicates that the school has implemented/engaged in MTSS practices but no documented evidence exists to support the specified item.

Operational (2) – The PSLT indicates that the school has implemented/engaged in MTSS practices but the documented evidence and data does align with or support the specified item.

Exemplary (3) – The PSLT indicates that the school has implemented/engaged in MTSS practices and the documented evidence clearly aligns with and supports the specified items

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school, including Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training as applicable.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tracey Foushee-Winfield	Teacher
Lisa Scionti-Vaughn	Teacher
Lydia Sierra	Principal
Maggie Hinchliffe	Teacher
RoseMarie Giglio	Business/Community
Melody Martinez	Teacher

Duties

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

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.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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

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

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.

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

Reading Goals 1-4

Writing Goals 1

Continuous Improvement Goal 1 Literacy Night 150

Continuous Improvement Purchase of incentives for Eagle Nest Incentive Store 150

Attendance Goal 1 Purchase of incentives for attendance 100

Reading Goal #3

Strategy 3.1 Developmental Reading Assessment (DRA2) Kit 352

Reading 1.1 Reading resources to support the implementation of Common Core State Standards will be purchased for each grade level. These resources will also aid the teaching of key comprehension and vocabulary strategies. 328

All Areas Purchase color printer to support data collection, data chats other school improvement efforts 211

Reading Goal #3

Strategy 3.1 Stopwatches use with DRA assessments and ongoing student progress monitoring 41

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sierra, Lydia	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and action steps related to 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) 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.

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).

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.

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).

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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.

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: Extended School Day

Minutes added to school year: 2,160

Through the use of extended learning funds we will extend the school day to remediate and enrich core instruction and in some cases support intervention instruction. Sessions and classes are differentiated based on student data and run for approximately 6 weeks each.

Strategy Rationale

Research supports extending the school day to increase student achievement. Additional time engaged in appropriate and targeted learning equates to increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sierra, Lydia, lydia.sierra@sdhc.k12.fl.us

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

Data collection will be done through student assessment data and surveys.

Student Transition and Readiness

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).

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.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

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

n/a

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

n/a

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

n/a

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 implement differentiated and rigorous grade level instruction.

- G2.** Student attendance will increase when there is a school-wide system for monitoring and managing student attendance.

Strategic Goals Detail

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

G1. Student achievement will increase when teachers implement differentiated and rigorous grade level instruction. 1a

G049554

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Literacy Coaches, Reading and Math Resource, MTSS Liasions, School Based Leadership Teams (i.e. PSLT, LLT, etc.)

Targeted Barriers to Achieving the Goal 3

- Faculty and staff are at varying levels of knowledge, implementation, and delivery of specific grade level curriculum (with low and high performing students).
- PLCs struggle with consistent curriculum discussions, best practice conversations and/or data analysis aimed at specific and appropriate instructional adjustments and/or differentiation.
- Lack of student interest and effort.

Plan to Monitor Progress Toward G1. 8

Teachers will receive walk through feedback focused on increased instructional rigor

Person Responsible

Lydia Sierra

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

walk through feedback; daily lesson plans submitted as requested

Plan to Monitor Progress Toward G1. 8

Teachers: Curriculum conversations during PLCs and planning sessions

Person Responsible

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC minutes, , lesson plan feedback, student work products and assessments

Plan to Monitor Progress Toward G1. 8

MTSS liasions will attend PLCs to support monitoring of MTSS instruction including tier 2 and tier 3 student(s) progress. PLCs will continuously monitor data and the efficacy of the interventions provided

Person Responsible

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC minutes, RTI progress monitoring data

Plan to Monitor Progress Toward G1. 8

Teachers: close reading/LDC performance task, unit test, running records, writing samples, reading responses

Person Responsible

Schedule

Evidence of Completion

demonstrated competency and/or growth on assigned tasks; passing score on tests and performance tasks

G2. Student attendance will increase when there is a school-wide system for monitoring and managing student attendance. 1a

G050109

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	
Attendance rate	96.0

Resources Available to Support the Goal 2

- Asst. Principal, Social Worker, Guidance Counselor, MTSS Team, Data Processor, attendance/tardy tracker

Targeted Barriers to Achieving the Goal 3

- Lack of time and staff to focus on attendance

Plan to Monitor Progress Toward G2. 8

A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.

Person Responsible

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student Attendance, MTSS/RTI notes

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 implement differentiated and rigorous grade level instruction. **1**

 G049554

G1.B1 Faculty and staff are at varying levels of knowledge, implementation, and delivery of specific grade level curriculum (with low and high performing students). **2**

 B125466

G1.B1.S1 Develop teacher content and pedagogical knowledge in grade level specific standards; apply to lesson planning and instructional delivery. **4**

 S137539

Strategy Rationale

Knowledgeable and skilled teachers provide quality instruction aligned to standards which improves student learning and increases student proficiency rates.

Action Step 1 **5**

Professional Development: Teachers will meet with content area coaches to analyze student data and develop lessons aligned with standards and district provided pacing/planning guides; modifying instructional practices to meet identified student needs.

Person Responsible

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC form, lesson plans, coaches agendas/logs

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

Professional Development/Instructional support: Instructional coaches along with teachers monitor implementation of grade level lessons; monitor and track strategies taught and/or attempted.

Person Responsible

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

student data and notes collected by teacher, coach and reading and math resource teachers during walkthroughs and/or coaching conversation/cycles

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

Professional Development/Instructional support: attendance at planning session by resource teachers and coach; administration walkthrough feedback

Person Responsible

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during curriculum meetings

G1.B1.S2 Provide professional development for faculty and staff. 4

S137550

Strategy Rationale

Knowledge expansion among faculty and staff will increase individual employee learning; enhance instructional planning and implementation, which should improve student learning and proficiency.

Action Step 1 5

Support instructional delivery through coaching cycles.

Person Responsible

Tracey Foushee-Winfield

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

coaching agendas, coaching notes

Action Step 2 5

Support instructional delivery through coaching and/or co-teaching with reading and math resource teachers

Person Responsible

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans

Action Step 3 5

Support instructional delivery through faculty meetings with embedded staff development

Person Responsible

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

meeting agendas, lesson plans, walk through feedback, coaching notes

Action Step 4 5

Optional Professional Development opportunities delivered through school level and district trainings

Person Responsible

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson Plans, walk through feedback, coaching notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

training announcements (grade level, district or school wide) provided to teachers in a timely manner

Person Responsible

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

inservice record, emails, surveys

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Curriculum conversations, planning sessions, walk throughs

Person Responsible


Schedule

Monthly, from 8/19/2014 to 6/5/2015


Evidence of Completion

lesson plans, observations of new and/or attempted instructional strategies, teacher/observer feedback, student work products and assessments

G1.B2 PLCs struggle with consistent curriculum discussions, best practice conversations and/or data analysis aimed at specific and appropriate instructional adjustments and/or differentiation. 2

 B125467

G1.B2.S1 Develop teacher content and pedagogical knowledge in grade level specific standards; apply to lesson planning and instructional delivery. [copy] 4

 S137547

Strategy Rationale

Knowledgeable and skilled teachers provide quality instruction aligned to standards which improves student learning and increases student proficiency rates.

Action Step 1 5

Teachers will meet with content coaches to develop lesson plans aligned with standards, analyze data and as needed, modify instruction to meet identified students' needs

Person Responsible

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC notebook, lesson plans, coaches agendas/logs

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

Curriculum conversations, planning sessions, walk throughs

Person Responsible

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans, teacher feedback, observation notes

G1.B3 Lack of student interest and effort. 2

B125471

G1.B3.S1 Increase student engagement. 4

S137646

Strategy Rationale

Teachers will identify and apply student engagement strategies in order to increase student accountability for personal learning and achievement.

Action Step 1 5

Teachers will demonstrate intensity and enthusiasm for learning in order to highly engage students.

Person Responsible

Lydia Sierra

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans, walk through feedback, coaching notes

Action Step 2 5

Teachers will use high interest topics, cooperative learning structures and effective questioning techniques in order to stimulate student interest, discussions and participation.

Person Responsible

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans, walk through feedback, coaching notes

Action Step 3 5

In addition to the 90 minute ELA block, every student will receive additional differentiated reading instruction within the MTSS allotted instructional block.

Person Responsible

Lydia Sierra

Schedule

Daily, from 8/19/2014 to 10/6/2014

Evidence of Completion

lesson plans, progress monitoring data, PLC notes

Action Step 4 5

Formal and informal assessments measuring students' level of understanding and progress will be utilized; and teachers will meet with students to discuss their progress and achievement toward established learning goals.

Person Responsible

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans, student data, student data chat records

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

Walkthroughs during ELA

Person Responsible

Schedule

Biweekly, from 10/7/2014 to 6/5/2015

Evidence of Completion

lesson plans, teacher feedback

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

Walkthroughs during ELA

Person Responsible

Schedule

On 6/5/2015


Evidence of Completion

observation of students, student work products and assessments, lesson plans


G2. Student attendance will increase when there is a school-wide system for monitoring and managing student attendance. 1

 G050109

G2.B2 Lack of time and staff to focus on attendance 2

 B125514

G2.B2.S1 Administration Team and subset of PSLT will examine attendance and/or tardy data 4

 S137886

Strategy Rationale

Student achievement is directly and negatively affected by excessive absentism and tardies and positively affected when students are consistently present and on time for classroom instruction.

Action Step 1 5

MTSS Liasons will attend grade level PLC; as needed will inquire about attendance/tardy concerns and meet with MTSS team as needed to address attendance/tardy concerns

Person Responsible

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC/MTSS notes capturing attendance/tardy interventions and progress monitoring discussion

Action Step 2 5

Parent contact and intervention(s) for students with excessive unexcused absences and tardies with progress monitoring to determine the effectiveness of interventions.

Person Responsible

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

parent contact notes, PLC notes, progress monitoring data

Action Step 3 5

Recognition and incentives will be utilized to encourage and reward attendance at school.

Person Responsible

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

classroom magnets and celebrations, school wide announcements, student recognition at awards assembly

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

The Administration Team along with PSLT will review attendance report each month to monitor student attendance data and effectiveness of interventions.

Person Responsible

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Attendance Report, Tardy Report, Attendance Plan, PSLT agenda

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

The Administration Team along with PSLT will review student attendance data and consult with MTSS liasions to discuss/clarify attendance/tardy concerns and the interventions discussed during PLCs.

Person Responsible

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Attendance Report, Tardy Report, PLC notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will meet with content coaches to develop lesson plans aligned with standards, analyze data and as needed, modify instruction to meet identified students' needs		8/19/2014	PLC notebook, lesson plans, coaches agendas/logs	6/5/2015 biweekly
G1.B1.S1.A1	Professional Development: Teachers will meet with content area coaches to analyze student data and develop lessons aligned with standards and district provided pacing/planning guides;modifying instructional practices to meet identified student needs.		8/19/2014	PLC form, lesson plans, coaches agendas/logs	6/5/2015 biweekly
G1.B1.S2.A1	Support instructional delivery through coaching cycles.	Foushee-Winfield, Tracey	8/19/2014	coaching agendas, coaching notes	6/5/2015 daily
G1.B3.S1.A1	Teachers will demonstrate intensity and enthusiasm for learning in order to highly engage students.	Sierra, Lydia	8/19/2014	lesson plans, walk through feedback, coaching notes	6/5/2015 daily
G2.B2.S1.A1	MTSS Liasions will attend grade level PLC; as needed will inquire about attendance/tardy concerns and meet with MTSS team as needed to address attendance/tardy concerns		8/19/2014	PLC/MTSS notes capturing attendance/ tardy interventions and progress monitoring discussion	6/5/2015 monthly
G1.B1.S2.A2	Support instructional delivery through coaching and/or co-teaching with reading and math resource teachers		8/19/2014	lesson plans	6/5/2015 daily
G1.B3.S1.A2	Teachers will use high interest topics, cooperative learning structures and effective questioning techniques in order to stimulate student interest, discussions and participation.		8/19/2014	lesson plans, walk through feedback, coaching notes	6/5/2015 daily
G2.B2.S1.A2	Parent contact and intervention(s) for students with excessive unexcused absences and tardies with progress monitoring to determine the effectiveness of interventions.		8/19/2014	parent contact notes,PLC notes, progress monitoring data	6/5/2015 weekly

Hillsborough - 1401 - Egypt Lake Elementary School - 2014-15 SIP
Egypt Lake Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A3	Support instructional delivery through faculty meetings with embedded staff development		8/19/2014	meeting agendas, lesson plans, walk through feedback, coaching notes	6/5/2015 weekly
G1.B3.S1.A3	In addition to the 90 minute ELA block, every student will receive additional differentiated reading instruction within the MTSS allotted instructional block.	Sierra, Lydia	8/19/2014	lesson plans, progress monitoring data, PLC notes	10/6/2014 daily
G2.B2.S1.A3	Recognition and incentives will be utilized to encourage and reward attendance at school.		8/19/2014	classroom magnets and celebrations, school wide announcements, student recognition at awards assembly	6/5/2015 weekly
G1.B1.S2.A4	Optional Professional Development opportunities delivered through school level and district trainings		8/19/2014	lesson Plans, walk through feedback, coaching notes	6/5/2015 monthly
G1.B3.S1.A4	Formal and informal assessments measuring students' level of understanding and progress will be utilized; and teachers will meet with students to discuss their progress and achievement toward established learning goals.		8/19/2014	lesson plans, student data, student data chat records	6/5/2015 biweekly
G1.MA1	Teachers will receive walk through feedback focused on increased instructional rigor	Sierra, Lydia	8/19/2014	walk through feedback; daily lesson plans submitted as requested	6/5/2015 monthly
G1.MA2	Teachers: Curriculum conversations during PLCs and planning sessions		8/19/2014	PLC minutes, , lesson plan feedback, student work products and assessments	6/5/2015 biweekly
G1.MA3	MTSS liasions will attend PLCs to support monitoring of MTSS instruction including tier 2 and tier 3 student(s) progress. PLCs will continuously monitor data and the efficacy of the interventions provided		8/19/2014	PLC minutes, RTI progress monitoring data	6/5/2015 monthly
G1.MA4	Teachers: close reading/LDC performance task, unit test, running records, writing samples, reading responses		demonstrated competency and/or growth on assigned tasks; passing score on tests and performance tasks	one-time	
G1.B1.S1.MA1	Professional Development/Instructional support: attendance at planning session by resource teachers and coach; administration walkthrough feedback		8/19/2014	lesson plans created through collaborative planning, PLC minutes, walk throughs and professional sharing during curriculum meetings	6/5/2015 biweekly
G1.B1.S1.MA1	Professional Development/Instructional support: Instructional coaches along with teachers monitor implementation of grade level lessons; monitor and track strategies taught and/or attempted.		8/19/2014	student data and notes collected by teacher, coach and reading and math resource teachers during walkthroughs and/or coaching conversation/cycles	6/5/2015 monthly
G1.B2.S1.MA1	Curriculum conversations, planning sessions, walk throughs		8/19/2014	lesson plans, teacher feedback, observation notes	6/5/2015 biweekly
G1.B3.S1.MA1	Walkthroughs during ELA		8/19/2014	observation of students, student work products and assessments, lesson plans	6/5/2015 one-time
G1.B3.S1.MA1	Walkthroughs during ELA		10/7/2014	lesson plans, teacher feedback	6/5/2015 biweekly
G1.B1.S2.MA1	Curriculum conversations, planning sessions, walk throughs		8/19/2014	lesson plans, observations of new and/or attempted instructional strategies,	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				teacher/observer feedback, student work products and assessments	
G1.B1.S2.MA1	training announcements (grade level, district or school wide) provided to teachers in a timely manner		8/19/2014	inservice record, emails, surveys	6/5/2015 weekly
G2.MA1	A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.		8/19/2014	Student Attendance, MTSS/RTI notes	6/5/2015 weekly
G2.B2.S1.MA1	The Administration Team along with PSLT will review student attendance data and consult with MTSS liasions to discuss/clarify attendance/tardy concerns and the interventions discussed during PLCs.		8/19/2014	Attendance Report, Tardy Report, PLC notes	6/5/2015 monthly
G2.B2.S1.MA1	The Administration Team along with PSLT will review attendance report each month to monitor student attendance data and effectiveness of interventions.		8/19/2014	Attendance Report, Tardy Report, Attendance Plan, PSLT agenda	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0