Cleveland Elementary School

2014-15 School Improvement Plan

Cleveland Elementary School

723 E HAMILTON AVE, Tampa, FL 33604

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	98%

Alternative/ESE Center	Charter School	Minority
No	No	88%

School Grades History

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

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

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

We will empower our community to become active participants in our vision by providing
inservice training, building self-esteem and instilling appropriate attitudes
and behavior. We will provide our students with positive learning experiences
that will result in greater academic achievement.

Provide the school's vision statement

Cleveland staff, students, parents and community will work cooperatively
to provide educational experiences that will enhance and improve the social
and academic skills of our students. The school climate will reflect high
expectations leading all of those involved to success.

School Environment

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

As a faculty and staff we realize that all families have something great to offer their respective school.
Every student brings their own unique set of experiences that will contribute to the school as a
community. Students and their families are invited to Family Nights that are connected to what
students are learning. There are translators readily available at each family night as well as
conference nights. Conference nights occur three times a year and all parents are invited. However
family contact is not limited to conference night. Teachers and staff make themselves available at
anytime for students and their families.
Faculty and staff strive to get to know many students across grade levels through peer mentoring,
tutoring and cross-age buddy reading with other grade levels. Students also become aquainted with
different cultures and teach tolerance of others' differences.

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

The faculty and staff make a conscious effort to greet students as they enter the building and their
respective classrooms each day. This approach gives students a positive start to the day as well
them knowing there are adults close by if needed.
Many classrooms participate in morning meetings and/or afternoon wrap-ups to encourage students
to build relationships with each other and the teacher. Class meetings also give students an
opportunity to learn from one another and problem solve conflicts.
Students' work is frequently recognized through displays n the hallways and in the classrooms.
Students are given a choice of what work they feel is their "best" and would like to share with their
classmates. This provides students with a sense of pride and respect for their work as well as others.

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

As a school wide management plan, we utilize the techniques and protocols of CHAMPS throughout the school day. We have adopted the theme of being "Bucket Fillers" among the faculty and students where we recognize the positives and focus on giving compliments and making others feel good about themselves. Classroom teachers support one another through collaboration among our grade level team members. This facilitates the creation and implementation of innovative solutions to encourage positive behavior. These solutions provide consistency across the grade levels in behavioral management.

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

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
• The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
• The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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 (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	13	22	24	12	23	18	112
One or more suspensions	0	0	5	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	3	1	1	19	12	36

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	1	8	9	21

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 Tiers2/3
• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
• Strengthen the Tier 1 (core curriculum) instruction through the:
o Implementation and support of PLCs
o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)

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

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 available at the school site.

Description

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

During family nights held quarterly, special programs (during & after school hours), and our annual field day we encourage parents, community members, as well as business partnerships by inviting them to participate in supporting our students' successes in and out of the classroom. Teachers strive to encourage family involvement through proactive communication with parents in the form of phone calls, daily planners, weekly reports and home visits. Additional methods include the use of reading logs and participation in student/family projects where families are encouraged to work together to complete an assignment given to the student. Finally, the Cub Reporter is sent home via student biweekly and is posted on the Cleveland Elementary website for access by all community members. to stay abreast of upcoming events.

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
Brill, Susan	Principal
Johnson, Georgette	Assistant Principal

Duties

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

Elementary PSLT Members
The leadership team includes:
• Principal
• Assistant Principal
• Guidance Counselor
• School Psychologist
• School Social Worker
• Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
• ESE teacher
• PLC Liaisons for each grade level, K-5
• SAC Chair
• ELP Coordinator
• ELL Representative
• Attendance Committee Representative
• Behavior team Representative/Behavior Specialist/Coach
(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)
Elementary/Middle/High
The examples below demonstrate the shared roles and responsibilities for members of the PSLT:
PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)
PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.
PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.
PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.
PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

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

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

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

• In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
o Analyze student outcomes and make data-driven decisions:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
o Develop and target interventions based on confirmed hypotheses.
o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?
At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.
To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

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

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

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

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

Title 1, Part A
Services are provided to ensure students who need additional remediation are provided support through: after 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 families to ensure that 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 education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be Supplemental Academic Instruction (SAI)

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

Head Start

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Fernandez	Teacher
Jennifer Tabor	Teacher
Linda Porter	Teacher
Micha Olivier	Teacher
Nicolet Murrell	Parent
Julienne Williams	Parent
Mary Gadson	Parent
Georgette Johnson	Principal
Grisel Colon	Parent
Anthony Fernandez	Business/Community
Lillie Nichols	Parent
Susan Brill	Principal

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 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

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
Brill, Susan	Principal
Johnson, Georgette	Assistant 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

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.

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

FOR TITLE I SCHOOLS:
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

As a school, we utilize the Florida Standards as our guide to ensure the district's curriculum maps are providing our students with instruction activities that will best assist them in meeting those standards. We follow the curriculum maps that are provided by the district in all areas including ELA, Math, Science, & Social Studies that pertain to each specific grade level. As a staff, we participate in ongoing professional learning communities to utilize backwards planning keeping the end in mind (FSA) to assist our students in making gains in all subject areas.

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-Rt/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 Certfications, 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: 10,800

Additional instruction in reading as required by statute

Strategy Rationale

School's inclusion in the Low 300

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Brill, Susan, susan.brill@sdhc.k12.fl.us

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

EasyCBM, Fair, iReady progress reports, ELA interim assessments - Data will be analyzed after each assessment in cooperation with district ELA team.

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 five 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 Dr. Eric. J. Smith, Florida 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. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. 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.

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 and motivation will increase when parents and community members are engaged in school wide activities to promote learning opportunities for their children.

G2.   Student achievement will increase when teachers, students, administration, and support staff engage in rigorous instruction that builds a positive culture for learning and sets high expectations for future successes.

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 and motivation will increase when parents and community members are engaged in school wide activities to promote learning opportunities for their children. `1a`

🔍 G036981

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal `2`

- Staff members, scheduled events, assistance from community members

Targeted Barriers to Achieving the Goal `3`

- Lack of parent and community involvement

- Scheduling time that is convienant for all stakeholders

Plan to Monitor Progress Toward G1. `8`

The school will use district formative assessments in all grade levels to collect data on student achievement to show progress toward the academic targets.

Person Responsible

Susan Brill

Schedule

Quarterly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Administration will conduct data chats with each grade level to create data walls using district formative assessments.

Plan to Monitor Progress Toward G1. `8`

In grades 3-5, FAIR testing will be used to monitor student gains.

Person Responsible

Susan Brill

Schedule

Quarterly, from 9/22/2014 to 5/22/2015

Evidence of Completion

The reading coach will meet with grade levels to discuss student progress in reading.

G2. Student achievement will increase when teachers, students, administration, and support staff engage in rigorous instruction that builds a positive culture for learning and sets high expectations for future successes. 1a

🔍 G036982

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	40.0
CELLA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- Scheduled Meeting Days (biweekly)

Targeted Barriers to Achieving the Goal 3

- Lack of focused & regular PLC/team planning for Common Core and RtI purposes

Plan to Monitor Progress Toward G2. 8

Leadership team members will monitor grade level data and conduct informal observations throughout the nine weeks

Person Responsible
Georgette Johnson

Schedule
Quarterly, from 11/3/2014 to 4/30/2015

Evidence of Completion
District Assessments, Classroom Walkthroughs, PLC Logs, Data Chats, Data Walls

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Student achievement and motivation will increase when parents and community members are engaged in school wide activities to promote learning opportunities for their children. `1`

🔑 G036981

G1.B1 Lack of parent and community involvement `2`

🔑 B088717

G1.B1.S1 Cleveland Cub College for Parents `4`

🔑 S099339

Strategy Rationale

To engage parents in understanding the new Florida State Standards.

Action Step 1 `5`

There will be a sign-in sheet tracking the number of parents, family members, and community members attending each school-wide activity. Notification of upcoming events will be posted at least a month prior as well as on the school website. In addition, these events will be announced regularly on the afternoon show and posted on the school's marquee. There will be a flyer sent home 3 days before the event to remind parents of the date and start time requesting an RSVP. Finally, on the day of the event, patrols will hold up signs advertising the event during morning drop-off and afternoon pick-up.

Person Responsible

Susan Brill

Schedule

On 10/2/2014

Evidence of Completion

Administration will conduct data chats with each grade level creating data walls using district form assessments.

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

Staff members will create power points to share the changes of the Florida State Standards. Parents will be required to sign in at each of the four sessions.

Person Responsible

Susan Brill

Schedule

On 10/2/2014

Evidence of Completion

Using the sign-in sheet, the percentage of participating families will be calculated.

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

. Parents will be required to sign in at each of the four sessions.

Person Responsible

Susan Brill

Schedule

On 10/2/2014

Evidence of Completion

Using the sign-in sheet, the percentage of participating families will be calculated.

G1.B1.S2 Field Day 4

S099341

Strategy Rationale

To involve parents and community members in a fun-filled day of fitness health, and safety activities with our faculty and students.

Action Step 1 5

There will be a sign-in sheet tracking the number of parents, family members, and community members attending each school-wide activity. Notification of upcoming events will be posted at least a month prior as well as on the school website. In addition, these events will be announced regularly on the afternoon show and posted on the school's marquee. There will be a flyer sent home 3 days before the event to remind parents of the date and start time requesting an RSVP. Finally, on the day of the event, patrols will hold up signs advertising the event during morning drop-off and afternoon pick-up.

Person Responsible

Susan Brill

Schedule

On 3/6/2015

Evidence of Completion

The sign-in sheet will be used to calculate the percent of families that participated

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

All parents, family members, community members and volunteers will be required to sign-in before entering the field day event. Everyone will be required to wear a visible volunteer sticker to ensure all volunteers have been included on the sign-in sheet.

Person Responsible

Susan Brill

Schedule

On 3/6/2015

Evidence of Completion

The sign-in sheet for parents, family members, community members and volunteers will be asked to sign-out upon leaving the event to ensure all volunteers are have been appropriately signed-in.

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

The effectiveness of this activity will shown by the attendance of families, community members and volunteers.

Person Responsible

Susan Brill

Schedule

On 3/6/2015

Evidence of Completion

The sign-in sheet will be used as evidence to show how many families, community members and volunteers participated in Field day.

G1.B1.S3 Literacy Night 4

S099342

Strategy Rationale

To allow parents and family members to enjoy an evening of reading, writing, and drama (plays/storytelling) with our students.

Action Step 1 5

There will be a sign-in sheet tracking the number of parents, family members, and community members attending each school-wide activity. Notification of upcoming events will be posted at least a month prior as well as on the school website. In addition, these events will be announced regularly on the afternoon show and posted on the school's marquee. There will be a flyer sent home 3 days before the event to remind parents of the date and start time requesting an RSVP. Finally, on the day of the event, patrols will hold up signs advertising the event during morning drop-off and afternoon pick-up.

Person Responsible

Susan Brill

Schedule

On 1/29/2015

Evidence of Completion

The sign-in sheet will be used to calculate the percent of families that participated.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Families will be required to sign-in prior to entering the event.

Person Responsible

Susan Brill

Schedule

On 1/29/2015

Evidence of Completion

The sign-in sheet will be used to calculate the number of families that participated in the literacy event.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

The number of families attending the literacy event will be monitored by the use of the sign-in sheet as families enter the building.

Person Responsible

Susan Brill

Schedule

On 1/29/2015

Evidence of Completion

The number of families will be measured by how many families attended and whether the school needs to advertise future events more effectively.

G1.B2 Scheduling time that is convienant for all stakeholders 2

B088718

G1.B2.S1 The school will schedule family activities between 5:00-7:30 P.M. to enable working parents to attend school functions and get back home at a reasonable time. 4

S144931

Strategy Rationale

Many of our parents work until 5:00 P,M. and have young children to attend to.

Action Step 1 5

Schedule school activities/events after 5:00 PM and end by 7:30 PM

Person Responsible

Susan Brill

Schedule

Monthly, from 10/2/2014 to 5/15/2015

Evidence of Completion

Flyers/posters advertising times, sign-in sheets to calculate the number of participants

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

Have participants sign in upon entry to event.

Person Responsible

Jennifer Fernandez

Schedule

On 10/2/2014

Evidence of Completion

Sign in sheet/calculate percent of participation

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

Compare number of participants during each school event.

Person Responsible

Jennifer Fernandez

Schedule

Quarterly, from 10/2/2014 to 5/14/2015

Evidence of Completion

Calculate number of participating families and track the data after each school event.

G2. Student achievement will increase when teachers, students, administration, and support staff engage in rigorous instruction that builds a positive culture for learning and sets high expectations for future successes. `1`

🔑 G036982

G2.B1 Lack of focused & regular PLC/team planning for Common Core and RtI purposes `2`

🔑 B088720

G2.B1.S1 Scheduled dates on calendar with pre-planned topics (ie: data-District Formative Assessments, grade level data chats, or data walls) `4`

🔑 S099343

Strategy Rationale

Staff members need to be aware of upcoming agenda items that will be covered.

Action Step 1 `5`

Topics are pre-planned & scheduled for the upcoming month

Person Responsible

Susan Brill

Schedule

Monthly, from 9/2/2014 to 5/5/2015

Evidence of Completion

monthly calendar

Action Step 2 `5`

Collecting District Data

Person Responsible

Georgette Johnson

Schedule

Quarterly, from 9/16/2014 to 5/12/2015

Evidence of Completion

Achievement Series Reports

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

Monthly calendar will be reviewed and published at the end of each month for the following month.

Person Responsible

Georgette Johnson

Schedule

Monthly, from 9/26/2014 to 4/24/2015

Evidence of Completion

Monthly Calendar

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

Teachers input on upcoming PLC Topics

Person Responsible

Jennifer Fernandez

Schedule

Every 6 Weeks, from 12/1/2014 to 4/27/2015

Evidence of Completion

Surveys

G2.B1.S2 Communicate upcoming PLCs 4

S099344

Strategy Rationale

Staff members need advanced notification of the dates when PLCs will meet.

Action Step 1 5

Communicate meeting dates and times through email, weekly staff bulletins and morning show

Person Responsible

Georgette Johnson

Schedule

Weekly, from 9/1/2014 to 5/25/2015

Evidence of Completion

email/bulletin

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

PLC Meeting Calendar topics will be posted

Person Responsible

Georgette Johnson

Schedule

Monthly, from 9/2/2014 to 5/26/2015

Evidence of Completion

PLC Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Leadership team members will monitor grade level data and conduct informal observations throughout the nine weeks

Person Responsible

Georgette Johnson

Schedule

Quarterly, from 9/26/2014 to 5/29/2015

Evidence of Completion

District Assessments, Classroom Walkthroughs, PLC Logs, Data Chats, Data Walls

G2.B1.S3 Prepare and provide organized materials to analyze data `4`

🔍 S099345

Strategy Rationale

Stakeholders need to know what resources/materials needed to conduct productive PLCs.

Action Step 1 `5`

Collect and review grade level curriculum data from each team leader and prepare topics for discussion

Person Responsible

Jennifer Fernandez

Schedule

Monthly, from 9/30/2014 to 5/26/2015

Evidence of Completion

Progress Monitoring Checklist/Needs checklist for instructional purposes

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Grade Levels will create data walls

Person Responsible

Georgette Johnson

Schedule

Quarterly, from 9/30/2014 to 5/26/2015

Evidence of Completion

Data walls/Trends

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Team Leaders will track the percent of students making gains

Person Responsible

Georgette Johnson

Schedule

Every 2 Months, from 10/14/2014 to 6/2/2015

Evidence of Completion

Data walls

G2.B1.S4 Set PLC team expectations/goals to enhance productivity 4

Strategy Rationale

S099346

Stakeholders need to be aware of the norms that are essential and come to consensus of the expectations during PLCs/planning

Action Step 1 5

Review guidelines and expectations for PLC focus

Person Responsible

Susan Brill

Schedule

On 9/16/2014

Evidence of Completion

chart paper w/ goals

Action Step 2 5

Leadership team will facilitate meetings

Person Responsible

Susan Brill

Schedule

Monthly, from 9/2/2014 to 5/26/2015

Evidence of Completion

PLC Learing Log Forms (Plan-Do-Check-Act)

Action Step 3 5

Moodle-Exploring Nonfiction Writing

Person Responsible

Georgette Johnson

Schedule

Weekly, from 9/22/2014 to 10/13/2014

Evidence of Completion

PLC forms (Planning sheets)

Action Step 4 5

I-Ready

Person Responsible

Georgette Johnson

Schedule

On 9/23/2014

Evidence of Completion

Sign-in Sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

PLC facilitators will complete action forms

Person Responsible

Georgette Johnson

Schedule

Biweekly, from 9/23/2014 to 5/19/2015

Evidence of Completion

PLC Action forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

District Assessments

Person Responsible

Susan Brill

Schedule

Quarterly, from 10/21/2014 to 5/29/2015

Evidence of Completion

Students' progress will be monitored in all content areas and at each grade level. Data walls will be updated regularly and data chats will be ongoing.

G2.B1.S5 Opportunities for staff and students will be put in place to provide positive interactions and respectful relationships. 4

S099347

Strategy Rationale

Staff members must be able to work collaboratively to meet common goals and support one another in a professional setting.

Action Step 1 5

Positive referrals on morning show to recognize students' behavior/accomplishments

Person Responsible

Jennifer Tabor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

positve referral slips

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

The positive feedback will be shared on the morning show.

Person Responsible

Jennifer Tabor

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Cleveland Cub Morning Program on closed circuit TV

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 `7`

Reduction in discipline referrals

Person Responsible

Susan Brill

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

discipline referrals

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
G2.B1.S1.A1	Topics are pre-planned & scheduled for the upcoming month	Brill, Susan	9/2/2014	monthly calendar	5/5/2015 monthly
G2.B1.S2.A1	Communicate meeting dates and times through email, weekly staff bulletins and morning show	Johnson, Georgette	9/1/2014	email/bulletin	5/25/2015 weekly
G2.B1.S3.A1	Collect and review grade level curriculum data from each team leader and prepare topics for discussion	Fernandez, Jennifer	9/30/2014	Progress Monitoring Checklist/Needs checklist for instructional purposes	5/26/2015 monthly
G2.B1.S4.A1	Review guidelines and expectations for PLC focus	Brill, Susan	9/16/2014	chart paper w/ goals	9/16/2014 one-time
G2.B1.S5.A1	Positive referrals on morning show to recognize students' behavior/ accomplishments	Tabor, Jennifer	9/1/2014	positve referral slips	6/5/2015 daily
G1.B1.S1.A1	There will be a sign-in sheet tracking the number of parents, family members, and community members attending each school-wide activity. Notification of upcoming events will be posted at least a month prior as well as on the school website. In addition, these events will be announced regularly on the afternoon show and posted on the school's marquee. There will be a flyer sent home 3 days before the event to remind parents of the date and start time requesting an RSVP. Finally, on the day of the event, patrols will hold up signs advertising the event during morning drop-off and afternoon pick-up.	Brill, Susan	10/2/2014	Administration will conduct data chats with each grade level creating data walls using district form assessments.	10/2/2014 one-time
G1.B1.S2.A1	There will be a sign-in sheet tracking the number of parents, family members, and community members attending each school-wide activity. Notification of upcoming events will be posted at least a month prior as well as on the school website. In addition, these events will be announced	Brill, Susan	3/6/2015	The sign-in sheet will be used to calculate the percent of families that participated	3/6/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	regularly on the afternoon show and posted on the school's marquee. There will be a flyer sent home 3 days before the event to remind parents of the date and start time requesting an RSVP. Finally, on the day of the event, patrols will hold up signs advertising the event during morning drop-off and afternoon pick-up.				
G1.B1.S3.A1	There will be a sign-in sheet tracking the number of parents, family members, and community members attending each school-wide activity. Notification of upcoming events will be posted at least a month prior as well as on the school website. In addition, these events will be announced regularly on the afternoon show and posted on the school's marquee. There will be a flyer sent home 3 days before the event to remind parents of the date and start time requesting an RSVP. Finally, on the day of the event, patrols will hold up signs advertising the event during morning drop-off and afternoon pick-up.	Brill, Susan	1/29/2015	The sign-in sheet will be used to calculate the percent of families that participated.	1/29/2015 one-time
G1.B2.S1.A1	Schedule school activities/events after 5:00 PM and end by 7:30 PM	Brill, Susan	10/2/2014	Flyers/posters advertising times, sign-in sheets to calculate the number of participants	5/15/2015 monthly
G2.B1.S1.A2	Collecting District Data	Johnson, Georgette	9/16/2014	Achievement Series Reports	5/12/2015 quarterly
G2.B1.S4.A2	Leadership team will facilitate meetings	Brill, Susan	9/2/2014	PLC Learing Log Forms (Plan-Do-Check-Act)	5/26/2015 monthly
G2.B1.S4.A3	Moodle-Exploring Nonfiction Writing	Johnson, Georgette	9/22/2014	PLC forms (Planning sheets)	10/13/2014 weekly
G2.B1.S4.A4	I-Ready	Johnson, Georgette	9/23/2014	Sign-in Sheet	9/23/2014 one-time
G1.MA1	The school will use district formative assessments in all grade levels to collect data on student achievement to show progress toward the academic targets.	Brill, Susan	9/15/2014	Administration will conduct data chats with each grade level to create data walls using district formative assessments.	5/15/2015 quarterly
G1.MA2	In grades 3-5, FAIR testing will be used to monitor student gains.	Brill, Susan	9/22/2014	The reading coach will meet with grade levels to discuss student progress in reading.	5/22/2015 quarterly
G1.B1.S1.MA1	. Parents will be required to sign in at each of the four sessions.	Brill, Susan	10/2/2014	Using the sign-in sheet, the percentage of participating families will be calculated.	10/2/2014 one-time
G1.B1.S1.MA1	Staff members will create power points to share the changes of the Florida State Standards. Parents will be required to sign in at each of the four sessions.	Brill, Susan	10/2/2014	Using the sign-in sheet, the percentage of participating families will be calculated.	10/2/2014 one-time
G1.B2.S1.MA1	Compare number of participants during each school event.	Fernandez, Jennifer	10/2/2014	Calculate number of participating families and track the data after each school event.	5/14/2015 quarterly
G1.B2.S1.MA1	Have participants sign in upon entry to event.	Fernandez, Jennifer	10/2/2014	Sign in sheet/calculate percent of participation	10/2/2014 one-time
G1.B1.S2.MA1	The effectiveness of this activity will shown by the attendance of families, community members and volunteers.	Brill, Susan	3/6/2015	The sign-in sheet will be used as evidence to show how many families, community members and volunteers participated in Field day.	3/6/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	All parents, family members, community members and volunteers will be required to sign-in before entering the field day event. Everyone will be required to wear a visible volunteer sticker to ensure all volunteers have been included on the sign-in sheet.	Brill, Susan	3/6/2015	The sign-in sheet for parents, family members, community members and volunteers will be asked to sign-out upon leaving the event to ensure all volunteers are have been appropriately signed-in.	3/6/2015 one-time
G1.B1.S3.MA1	The number of families attending the literacy event will be monitored by the use of the sign-in sheet as families enter the building.	Brill, Susan	1/29/2015	The number of families will be measured by how many families attended and whether the school needs to advertise future events more effectively.	1/29/2015 one-time
G1.B1.S3.MA1	Families will be required to sign-in prior to entering the event.	Brill, Susan	1/29/2015	The sign-in sheet will be used to calculate the number of families that participated in the literacy event.	1/29/2015 one-time
G2.MA1	Leadership team members will monitor grade level data and conduct informal observations throughout the nine weeks	Johnson, Georgette	11/3/2014	District Assessments, Classroom Walkthroughs, PLC Logs, Data Chats, Data Walls	4/30/2015 quarterly
G2.B1.S1.MA1	Teachers input on upcoming PLC Topics	Fernandez, Jennifer	12/1/2014	Surveys	4/27/2015 every-6-weeks
G2.B1.S1.MA1	Monthly calendar will be reviewed and published at the end of each month for the following month.	Johnson, Georgette	9/26/2014	Monthly Calendar	4/24/2015 monthly
G2.B1.S2.MA1	Leadership team members will monitor grade level data and conduct informal observations throughout the nine weeks	Johnson, Georgette	9/26/2014	District Assessments, Classroom Walkthroughs, PLC Logs, Data Chats, Data Walls	5/29/2015 quarterly
G2.B1.S2.MA1	PLC Meeting Calendar topics will be posted	Johnson, Georgette	9/2/2014	PLC Sign-in sheets	5/26/2015 monthly
G2.B1.S3.MA1	Team Leaders will track the percent of students making gains	Johnson, Georgette	10/14/2014	Data walls	6/2/2015 every-2-months
G2.B1.S3.MA1	Grade Levels will create data walls	Johnson, Georgette	9/30/2014	Data walls/Trends	5/26/2015 quarterly
G2.B1.S4.MA1	District Assessments	Brill, Susan	10/21/2014	Students' progress will be monitored in all content areas and at each grade level. Data walls will be updated regularly and data chats will be ongoing.	5/29/2015 quarterly
G2.B1.S4.MA1	PLC facilitators will complete action forms	Johnson, Georgette	9/23/2014	PLC Action forms	5/19/2015 biweekly
G2.B1.S5.MA1	Reduction in discipline referrals	Brill, Susan	9/1/2014	discipline referrals	5/29/2015 monthly
G2.B1.S5.MA1	The positive feedback will be shared on the morning show.	Tabor, Jennifer	9/1/2014	Cleveland Cub Morning Program on closed circuit TV	6/5/2015 daily

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 Opportuntities

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

G2. Student achievement will increase when teachers, students, administration, and support staff engage in rigorous instruction that builds a positive culture for learning and sets high expectations for future successes.

G2.B1 Lack of focused & regular PLC/team planning for Common Core and RtI purposes

G2.B1.S4 Set PLC team expectations/goals to enhance productivity

PD Opportunity 1

Leadership team will facilitate meetings

Facilitator

Instructional coaches

Participants

Faculty and staff

Schedule

Monthly, from 9/2/2014 to 5/26/2015

PD Opportunity 2

Moodle-Exploring Nonfiction Writing

Facilitator

Jennifer Cox

Participants

Classroom/ESE teachers

Schedule

Weekly, from 9/22/2014 to 10/13/2014

PD Opportunity 3

I-Ready

Facilitator

Reading Coach

Participants

Instructional Staff

Schedule

On 9/23/2014

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**