

# Simmons Exceptional Center



2014-15 School Improvement Plan

## Simmons Exceptional Center

1202 W GRANT ST, Plant City, FL 33563

[ no web address on file ]

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

Yes

**Charter School**

No

**Minority**

%

### School Grades History

Year

Grade

### 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>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>25</b>
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	27
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>34</b>

## 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	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Simmons Exceptional Center will provide an education that enables each student to excel as a successful and responsible citizen.

##### Provide the school's vision statement

We will provide all students with the opportunity to acquire the knowledge and skills necessary to reach their fullest potential.

#### School Environment

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

The process by which the school learns about students' culture and builds relationships between teachers and students is the observation of cultural holidays such as Black History Month, Hispanic Heritage Month, Memorial Day, and other days that are significant to our country's fiber of multiculturalism. Our teachers teach, guide, encourage, and advise students not just about classwork but about things that they will come across in life. The relationship between teachers and students is that of respect and genuine caring. Our faculty and staff really know quite a bit about each student and go above and beyond to ensure that each student's needs are met. The relationships among students are welcoming of our differences and diverse backgrounds as per the 2013-2014 School Climate and Perception Survey (SCPS). There are several questions embedded in the survey that pertain to the teacher-student relationships that exist in our school. Question number 6 asks: "My teachers want me to do my best". The results show that 91.9% of the students agreed, 8.1% were not sure and 0% disagreed. Question 13 asks: "My teachers help me to succeed". The results show that 93% of the students agreed, 7.0% were not sure and 0% disagreed.

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

The environment in our school is safe and welcoming. School staff work together to ensure students at Simmons Exceptional Center are under constant supervision from the moment they step off the bus in the morning to the moment they get on the bus to go home. The faculty and staff welcome our students every morning with a smile, high-five, and positive reinforcement in effort to promote an excellent day. We have one entry into the building (the main office) for access control purposes. We have two school resource officers that patrol the campus throughout the day along with the administrators and other non-instructional personnel. We have established a strong sense of trust and citizenship where our students feel comfortable talking to adults regarding academic and non-academic issues as per the 2013-2014 SCPS. 79.1% of our students feel safe at school, 12.8% are not sure and 8.1% disagree. In addition to the above numbers, the students also responded to the following question: "My school does not tolerate bullying"- 80.2% agreed, 18.6% not sure and 1.2% disagreed. Our students have access to guidance counselors, social workers, a school psychologist, a nurse, other services and know how to access the forms to request these services.



**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-wide behavioral system in place focuses on minimizing distractions and providing a solid learning environment for all students. We provide positive behavioral support using the Positive Behavior Student Intervention (PBSI) plan we have in place. Students, school wide, are rewarded for doing positive academic and non-academic things. Simmons ESE has a store where students can purchase items with the Stallion bucks they have earned. In addition to that, we also utilize Academic Support Time (AST) as opposed to In School Suspension (ISS). AST provides students with the opportunity to continue to receive academic instruction within the same classroom while solidifying our expectations for students. Parents are in favor of the AST initiative and students have learned to use the AST lab to their academic advantage.

Our students at Simmons Exceptional Center are students who previously attended school in a traditional setting and required a 'Change of Placement' which mandated that they attend our school due to the need for a 'less restrictive' environment. Our students have difficulty functioning in a traditional setting and need additional support and constant supervision. When a student exhibits violent or severely distracting behavior, our school utilizes 'TEAM' for immediate response and additional assistance to the classroom setting. Those on the response TEAM carry walkies and are readily available at any moment to remove emotional students from the classroom setting in order to prevent injury to themselves, peers, and classroom personnel.

Simmons works with students on a leveled system that helps promote positive behavior. Students must earn their way to a level 5 in order to be allowed to walk to their next class without assistance/supervision. If students remain on level 5 for an extended amount of time without any behavior indicators, students will be given the opportunity to enroll back into their neighborhood schools. Our school social worker and psychologist provides IEP counseling to students who could benefit from additional development of social skills, behavior management and character education. These services include family collaboration, individual counseling, and may include tools such as writing behavior contracts that are developed with the student and relevant individuals at school and home so that behaviors are monitored for success.

**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**

Mental health counseling is offered to students who qualify (per Individual Education Plan or IEP) for this service by licensed school psychologists. Communications and interactions with students and family through telephone calls and written journals help promote continuity of events, behavior indicators, kudos and such happening at school and at home. Friday student incentive activities are in place that enhance social skills, independent functioning and rewards for positive student behavior. Our school social worker is actively involved with our students and families extending services that assists our families and their needs.

Given that one of the main tasks of the Leadership Team/Problem Solving Leadership Team 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:

Use the problem-solving model when analyzing data:

1. What is the problem? (Problem Identification)

2. Why is it occurring? (Problem Analysis and Barrier Identification)
  3. What are we going to do about it? (Action Plan Design and Implementation)
  4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
- Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas
    - curriculum content, behavior, and attendance
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
  - 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.
  - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
  - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- Each PLC develops a PLC action plan for SIP strategy implementation and monitoring.  
Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies which 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 suspensions (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 TEST SCORES: 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 (EOC, FCAT, etc.): 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 (Formatives): 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.

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.

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/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; PLCs/Guidance Counselors.

**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
	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	1	1	5	8	2	4	9	7	4	12	53	
One or more suspensions	1	1	4	5	1	2	4	3	0	3	24	
Course failure in ELA or Math	0	0	0	0	1	2	7	2	0	1	13	
Level 1 on statewide assessment	0	1	6	7	2	4	3	6	4	1	34	

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

Indicator	Grade Level											Total
	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	6	8	2	4	9	7	4	12	55

**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 teachers 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) 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)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Review of teacher/PLC core curriculum assessments/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - 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)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
  - On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty 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).MTSS

## 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/65111>.

#### **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**

Our school utilizes the newsletter, daily home reports, and parent connect system to encourage parent participation. The School Advisory Committee (SAC) is responsible for the planning, review and improvement of the Title I program. Parents are included as members of the SAC committee and elected

by voluntary participation. Parents involved in SAC committee have the right to participate in the decision-making process regarding the utilization and distribution of Title 1 funds. Community and business members are encouraged to participate in our SAC meetings. Local community organizations are asked for donations that would benefit our school with resources for projects and 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
Chazares, Cleto	Principal
Yacinich, Cara	Assistant Principal
Carter, Venesia	Teacher, ESE

**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:

- Principal
- Assistant Principal for Curriculum
- Guidance Counselor
- School Psychologist
- School Social Worker
- \* Reading Coach
- ESE teacher
- Subject Area Leaders
- SAC Chair
- ELL Representative
- Attendance Committee Representative
- ESE Specialist

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

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 facilitates problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., 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:

- 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) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arranges training aligned with the SIP goals.
- Organizes and support 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:
  - Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
  - Supporting PLCs with planning and delivering rigorous core instruction.
  - Ensuring opportunities for common assessments are provided across each grade level.
  - Reviewing common assessment data to monitor students Response to Core Instruction.
  - Monitoring the fidelity of instructional practices.

The HCPS Fidelity of MTSS-Rtl Practices Rubric (found on the Rtl icon) will be used to evaluate the schools' 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 items are rated 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
Cleto Chazares	Principal
Jennifer Davis	Principal
Tania Villa	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, 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.

##### *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 at Simmons Center and to meet all SSS benchmarks. The SAC's main objective is to assist the Principal to help students achieve at the school.

*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***

A mini-grant was offered to all teachers. One teacher returned and received an updated Stereo for Audio Center and Belkin Headphone and Speaker splitter- \$137.70.  
 Simmons Career Center- ACT practice books \$456.30

***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
Chazares, Cleto	Principal
Yacinich, Cara	Assistant Principal
Carter, Venesia	Teacher, ESE
Villa, Tania	SAC Member
Bryant, Latoya	Instructional Coach
Herrera, graciela	Other

**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  
Program Advisor  
Reading Coach/Resource Teacher  
ESE Support Facilitator  
ELL Representative  
Subject Area 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 monitor 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 those 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 and progress up the career ladder. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

### **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](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, extended year programs, myOn Reader, Battle of the Books. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader), dual enrollment, grade enhancement courses, career pathways, industry certifications, 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 Year

**Minutes added to school year:** 4,320

Retention of core academic skills through direct instruction, including extended school year and in-school tutoring during the school day. Retention of social skills necessary for school success.

**Strategy Rationale**

Increase student success toward graduation. Students lose skills over extended time away from school.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Chazares, Cleto, cleto.chazares@sdhc.k12.fl.us

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

Data collected will consist of all classroom, district, and state progress monitoring and exams. Informal inventories and projects given. Student success in meeting graduation requirements. Data that is collected at the end of ESY.

**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**

Students are programmed and scheduled appropriately through clear communications with feeder schools utilizing district scheduling guidelines, at-risk lists, and early warning systems based on a student's need for support.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition, through vertical planning sessions with feeder school departments, ESE and ELL articulation amongst schools.

**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**

The Guidance Department, ESE Specialist, teachers, and APC will then articulate at orientation and assist students in signing up for courses and programs their individual needs and interests.

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

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

Courses and coursework are established in Professional Learning Communities, Career Themed Courses, Career Pathways, and Program Completion, to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these

programs help guide and establish a student for post secondary readiness (industry certifications, college credit, job skills, etc).

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

Courses and coursework are established in Professional Learning Communities, Dual Enrollment, Career Themed Courses, Career Pathways, and Program Completion to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for post secondary readiness (industry certifications, college credit, job skills, etc).

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

District-Level

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

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

- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
- College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

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

School-Level

Students may participate in the following:

- All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for

students and their families.

- Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.



## 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 behavior will increase when instructional and non-instructional support work together simultaneously to ensure that students are actively engaged in rigorous tasks that are aligned with the instructional academic goals of the classroom teacher as well as the curriculum.

## 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 behavior will increase when instructional and non-instructional support work together simultaneously to ensure that students are actively engaged in rigorous tasks that are aligned with the instructional academic goals of the classroom teacher as well as the curriculum. 1a

G057029

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - SWD	47.0
AMO Math - SWD	55.0

**Resources Available to Support the Goal** 2

- Attendance monitoring plan
- Instructional and instructional support professional development

**Targeted Barriers to Achieving the Goal** 3

- Low attendance rates
- need for professional development in carrying out behavior support plan

**Plan to Monitor Progress Toward G1.** 8

Frequency of positive reinforcement of student behavior and academic achievement, evidence of differentiated instruction in small groups, student actively engaged in educational functional tasks.

**Person Responsible**

Venesia Carter

**Schedule**

Quarterly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Data on academic achievement, positive behavior reinforcement and differentiated instruction.

## 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 behavior will increase when instructional and non-instructional support work together simultaneously to ensure that students are actively engaged in rigorous tasks that are aligned with the instructional academic goals of the classroom teacher as well as the curriculum. **1**

 G057029

**G1.B1** Low attendance rates **2**

 B144351

**G1.B1.S1** Administration along with the social workers work together in identifying and calling home when students are consistently absent. Social workers conduct home visits as needed. **4**

 S156516

### Strategy Rationale

Constant and consistent communication to the parent/guardian of students who are required by law to attend school will increase attendance rates.

### Action Step 1 **5**

Monthly attendance reviews at school leadership PSLT meetings.

#### Person Responsible

Cara Yacinich

#### Schedule

Monthly, from 9/30/2014 to 6/5/2015

#### Evidence of Completion

Attendance data from the 2013-14 school year compared to the 2014-15 school year.

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

School wide spreadsheet tracking daily attendance.

**Person Responsible**

Natalie Shiner

**Schedule**

Weekly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Weekly totals of student absenteeism. Follow-up communication logs to track correspondence between the administration, social workers, classroom teachers and the family members.

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

Focus on monthly data of total absences.

**Person Responsible**

Cara Yacinich

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Monthly attendance monitoring checks will directly impact student performance in the classroom for the students who have excessive totals.

**G1.B2** need for professional development in carrying out behavior support plan 2

B144352

**G1.B2.S1** Teachers and support will plan together to promote simultaneous collaboration in behavior and classroom management. 4

S156518

**Strategy Rationale**

When teacher and classroom support work together simultaneously, student achievement increases.

**Action Step 1** 5

Create meetings/Observe instructional and support meetings

**Person Responsible**

Cara Yacinich

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Walk through data, Schedules, agendas, observation data

**Action Step 2** 5

Instructional and Support will participate in Positive Behavior Support initiative (PBS)

**Person Responsible**

Cara Yacinich

**Schedule**

Quarterly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Pre-planning training for all staff and quarterly trainings in PLCs, observation and data collection of PBS implementation in the classroom.

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

Evidence of behavior management strategies

**Person Responsible**

Cara Yacinich

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

formal and informal data collection, lesson plans, PLC notes

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

Monitor calls for assistance

**Person Responsible**

Venesia Carter

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

decrease in referrals, restraints and seclusions

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

Students engaged in classroom tasks and staff members actively engaged with students

**Person Responsible**

Cleto Chazares

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Improvement in student behavior and academic success.

**Appendix 1: Implementation Timeline**

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

**Hillsborough - 4002 - Simmons Exceptional Center - 2014-15 SIP**  
*Simmons Exceptional Center*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Monthly attendance reviews at school leadership PSLT meetings.	Yacinich, Cara	9/30/2014	Attendance data from the 2013-14 school year compared to the 2014-15 school year.	6/5/2015 monthly
G1.B2.S1.A1	Create meetings/Observe instructional and support meetings	Yacinich, Cara	9/30/2014	Walk through data, Schedules, agendas, observation data	6/5/2015 monthly
G1.B2.S1.A2	Instructional and Support will participate in Positive Behavior Support initiative (PBS)	Yacinich, Cara	9/30/2014	Pre-planning training for all staff and quarterly trainings in PLCs, observation and data collection of PBS implementation in the classroom.	6/5/2015 quarterly
G1.MA1	Frequency of positive reinforcement of student behavior and academic achievement, evidence of differentiated instruction in small groups, student actively engaged in educational functional tasks.	Carter, Venesia	9/30/2014	Data on academic achievement, positive behavior reinforcement and differentiated instruction.	6/5/2015 quarterly
G1.B1.S1.MA1	Focus on monthly data of total absences.	Yacinich, Cara	9/30/2014	Monthly attendance monitoring checks will directly impact student performance in the classroom for the students who have excessive totals.	6/5/2015 monthly
G1.B1.S1.MA1	School wide spreadsheet tracking daily attendance.	Shiner, Natalie	9/30/2014	Weekly totals of student absenteeism. Follow-up communication logs to track correspondence between the administration, social workers, classroom teachers and the family members.	6/5/2015 weekly
G1.B2.S1.MA1	Students engaged in classroom tasks and staff members actively engaged with students	Chazares, Cleto	9/30/2014	Improvement in student behavior and academic success.	6/5/2015 monthly
G1.B2.S1.MA1	Evidence of behavior management strategies	Yacinich, Cara	9/30/2014	formal and informal data collection, lesson plans, PLC notes	6/5/2015 monthly
G1.B2.S1.MA2	Monitor calls for assistance	Carter, Venesia	9/30/2014	decrease in referrals, restraints and seclusions	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