

Hillsborough County Public Schools

# Mort Elementary School



2016-17 Schoolwide Improvement Plan

## Mort Elementary School

1806 E BEARSS AVE, Tampa, FL 33613

[ no web address on file ]

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | Yes                           | 96%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 89%   |

### School Grades History

| Year  | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D       | D*      | F       | D       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Hillsborough County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Mort Elementary School

| DA Region and RED                          | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - <a href="#">Lucinda Thompson</a> | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Mort Elementary engages families and partners to provide services that inspire the community to ensure students excel as successful and responsible citizens.

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

Mort Elementary will create an innovative environment which empowers students, encourages parents, enriches families, and elevates the community.

Tagline: "Uniting the community today to nurture the leaders of tomorrow."

#### 2. School Environment

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

We begin the school year with a "Meet and Greet" where the parents and families are invited to meet the teacher, learn school procedures, and ask questions. Parent conferences are held throughout the year. House visits are also conducted based on student and family need. We solicit parent feedback through various formal and informal means, including school meetings, surveys, and newsletters. We hold a variety of events targeted to parents and community members.

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

We have staff members strategically assigned duties in the morning and after school. Staff members greet children and families as they arrive on campus. Students and family members are welcomed and we work to provide assistance to each individual as needed. We continuously seek parental input into the programs and procedures that we have established as well as seek input in supporting our students to be successful learners. We are a CHAMPS school which supports our students knowing the expectations so there is clear communication between adults and children. We are continuing our CASA character program which mandates students to display essential character traits the staff deemed to be critical for mutual respect and success of students. We have elected student house presidents whom we trust with important decision-making in our school. These presidents are constant models of our school's twenty-two essential behaviors.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school uses the CHAMPS system for management, as well as, a school wide behavior plan. Incentives are built into the system to motivate and support students and teachers. Ongoing training supports both new and experienced teachers. We also have instituted a school-wide house system in which assigned teams in various grade levels work together to earn positive points for their house based on behavior, attendance, and academic achievement.

C.A.S.A./ House Incentive Program

What's the purpose of the House?

- Build support across grade levels.
- Create friendly competition.
- Motivate students and staff
- Great way to celebrate achievements

The best part about the house system is that the incentive program involves everyone in the school, teachers, custodial staff, cafeteria staff, and office staff. Students should understand that eyes are always watching and maintaining a consistent expectation in the school.

Students can earn a total of 5 points a day in the following areas: which includes ELL and ESE pullouts and push-ins.

-Math -Science -ELA -Specials -Lunch

Points are earned not taken away. When a student has earned points they are not taken away from them. It's highly suggested that points are given at the end of the day or for some the end of the subject.

Points are assigned with the 22 essentials in mind. Students will earn the point by following the Mort essentials based on judgment of students. If students are not earning points in a particular area teachers are to share with students the reasons why he or she is not earning points and what will be done to change the behavior.

If students don't earn points in one subject area they start fresh in the next subject area. For example if they are not following essentials 9 and 10 during math but followed all essentials during ELA they can still earn an ELA point.

Teachers can track points using the basic score sheet that they can carry around on a clipboard.

Teachers tally the total number of points and submit their totals to the head scorekeeper(s).

Teachers can log points daily. However, they need to submit points weekly to the team house captain. All points will run from Monday thru Thursday All points should be submitted by Thursday 2:15 pm. Grand totals will be revealed on Friday right before dismissal. All points will be displayed on the large display boards in the 500 hallways.

House meetings will be bi-weekly and can cover a variety of activities and events. The students can create house cheers, catch up on weekly events, and form a stronger bond. Students should reach beyond their usual group of friends and get to know the members of their house. The house captains along with the house presidents will create agendas for each house meeting. The house meetings will take place on Monday mornings at 7:45 at the assigned areas.

Each house will have a "Head of House" student council president. The presidents are all 5th graders who are the Upperclassman of the school. The peers and staff in each house vote the student council team. Each of the houses will have a President, Vice President, and historian, and teacher captain to capture the events and monitor the activities. The house council holds a bi-weekly meeting to plan cheers, community events, festival days, and talent show. These students will be our top leaders in the school and will be held at a higher standard as they move through the school year. As the school has visitors they will be in and out to meet and greet and sometimes to lead school tours.

Announcement of the winning house will be made during the pep rally that's once a month.

Following the pep rally the house with the most points will celebrate their success with a huge group activity. The celebrations can range from a Pizza party, Dance party; Snow Cone celebration, and or a trip off campus.

Mort's 22 essentials for success are important tools that will further enhance the lives of our students. The expectations are not only preparing students for Mort but are preparing them for LIFE. As teachers are assigning students point for the day they can also keep a track of the points so they can



be used to reflect on the report card. For example, Stephaun Brown never earns his points for ELA because he misses Essentials 10 and 9. The teacher should follow up with Stephaun concerning his behaviors and his report card should reflect a needs improvement in the related areas.

Each homeroom class will spend time going over each essential, either during morning meeting or after noon meetings. Each house meeting will address the character words of the month which all address and relate to the essentials. Please refer to the CASA folder on ideas to locate the 22 essentials videos and paper hand out.

Tardy Policy

Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.

PROCEDURES FOR REPORTING TARDINESS TO SCHOOL: (HCPS Policy 5230)

A student is tardy when he/she arrives after the beginning of the school day. A student who is tardy to school must be signed in at the Main Office. All students must not be dropped off and must be accompanied by an adult. An excused tardy exists when reasons acceptable to the principal or his or her designed are given.

At Mort we will send a Parent link message will go out at the end of the school day to inform parents of the students tardy for that day.

An excused sign-in includes:

- illness;
- medical or dental appointments (doctor's statement may be required);
- automobile accident;
- deaths or funerals;
- emergency situations acceptable to the principal or designee;
- required court appearance (subpoena required);
- established religion observance;
- severe weather;
- breakdown of school bus.

Unexcused sign-ins include the following:

- car problems (ex: flat tire, no gas, car won't start, student getting a parking decal);
- heavy traffic;
- overslept;
- returned for forgotten items or student obtaining an absentee admit;
- non-educational appointments.

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

- Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of



the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

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

\* We also will have a mental health counselor available to our students based individual need. This is one part of our community school program that we will be implementing.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning indicators include:

Attendance (5 or more absences of any type per grading period)

One or more suspension (in or out of school)

Excessive tardies (5 or more per grading period)

ELA/Math course failure

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: CitySchool; Leadership Team/PLCs/Individual teachers.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning

systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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

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

| Indicator                       | Grade Level |    |    |    |    |    |   |   |   |   |    |    | Total |     |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
|                                 | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12  |
| Attendance below 90 percent     | 10          | 31 | 29 | 32 | 18 | 19 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 139 |
| One or more suspensions         | 0           | 2  | 0  | 5  | 2  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 11  |
| Course failure in ELA or Math   | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     |     |
| Level 1 on statewide assessment | 0           | 0  | 0  | 22 | 37 | 61 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 120 |

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

| Indicator                                  | Grade Level |   |   |   |   |    |   |   |   |   |    |    | Total |    |
|--|-------------|---|---|---|---|----|---|---|---|---|----|----|-------|----|
|  | K           | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Students exhibiting two or more indicators | 0           | 1 | 0 | 7 | 8 | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 30 |

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

The purpose of the core Leadership Team is to:

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

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at 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).

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305473>.

##### 2. Description

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

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Mort Elementary is now a community school. We have partnered with numerous local businesses/ organizations to assist with implementing several new programs/ supports for our students and families. These programs are aimed to to elevate the community through increased exposure to educational resources, nutritional services, and physical and psychological services. The administration and its leadership team have met with key people in the organizations to create a list of volunteer opportunities. We have numerous volunteers from several local businesses and organizations that are donating their time for a variety of services to our staff and students. Our plan is to communicate through emails, phones calls, and meetings in order to develop meaningful projects, services, and programs to support our school, increase student achievement, and provide aid to our local community.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

## 1. School Leadership Team

### a. Membership

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

| Name              | Title     |
|-------------------|-----------|
| Johnson, Woodland | Principal |

### b. Duties

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

Our MTSS team is called the Problem-Solving Team and serve as the main leadership team of the school. The Problem Solving Team will meet once a month to:

Use the problem solving model to:

- . Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
- . Determine scheduling needs, curriculum and intervention resources
- . Review and interpret student data (Academic and Behavior)
- . Organize and support systematic data collection.
- . Through the implementation of PLCs
- . Through the use of school-based Reinforcement Calendars, Mini-lessons, and Mini-assessments
- . Through the use of Common Assessments given every 2-4 weeks.
- . Through the implementation of research-based, scientifically validated instruction/interventions.
- . This year our RtI team will focus on Differentiated Instruction Practices.
- . Plan, implement, and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
- . Monitor interventions and data assessment in Tier 2 and Tier 3.

Work collaboratively with the PLCs implementation of the Continuous Improvement Model and progress monitoring

- Coordinate/collaborate with other working committees such as the Reading Leadership Team
- Assist in the implementation and monitoring of the Differentiated Accountability Model
- Identify professional development needs and resources

The School Advisory Council (SAC) Chair is a member of the Problem Solving team.

The Problem Solving Team along with the faculty and SAC were involved in the School Improvement Plan development activities that were conducted prior to school being out for the 12-13 school year and during preplanning for 13-14.

The School Improvement Plan is the document that guides the work of the Problem Solving Team.

The large part of the work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.

Since one of the main tasks of the Problem Solving Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

We also will be implementing department chairs to provide teacher leadership opportunities as well as opportunities for peer collaboration.

We also have a Power 3 Teacher Leader and two TTD positions.

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

The purpose of the MTSS team and Sip Team in our school is to provide high quality instruction/ intervention matched to student needs and using performance and learning rate over time to make

important education decisions to guide instruction. The team functions to address the progress of low performing students and help to all students stay in a regular education setting and improve long-term outcomes. The team uses a problem-solving model and all decisions are made with data.

**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 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

**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.

**2. School Advisory Council (SAC)**

**a. Membership**

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

| Name                 | Stakeholder Group |
|----------------------|-------------------|
| Kristen Hodges       | Teacher           |
| Sangeeta Bhagwandeem | Teacher           |
| Woodland Johnson     | Principal         |

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

All SAC Members approved the 2015-2016 School Improvement Plan. Throughout the year, the SAC committee help monthly meetings to evaluate the goals and barriers and how we were meeting them as a school. The committee also allocated the SAC funds to different resources to meet the SIP goals.

*b. Development of this school improvement plan*

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, 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. Our leadership team also met with subject area teams to create action plans with specific goals, strategies, and progress monitoring tools.

*c. Preparation of the school's annual budget and plan*

SAC submits a budget within the SIP to support strategy implementation and/or professional development.



In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget

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

Describe the use of SAC funds.

Goal 1: School culture will improve by aligning our mission and vision statements with school-wide beliefs with an emphasis on student leadership and promoting and modeling great character.

Goal 2: Student achievement will increase when all students are engaged in rigorous, differentiated tasks and lesson/ activities are well-planned and aligned with content and standards.

Description of Resources

\*G1.B2.S1- CASA materials. In order to create house loyalty, money will be budgeted to each house for supplies. House "dogtags" for every student in each house. \$587.21

\*G2.B4.S1- Mini-grants for teachers. \$461.66

\*G2.B4.S1- Differentiated Reading materials. \$100.10

\*G2.B4.S1- Differentiated Writing Materials. \$368.28

\*G2.B4.S1- Differentiated Math Materials. \$144.75

Final Amount Spent: \$1,662.00

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

Yes

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

We are in the process of appointing additional members to SAC. Any appointed members will be confirmed through a SAC vote.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:



| Name              | Title     |
|-------------------|-----------|
| Johnson, Woodland | Principal |

## b. Duties

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

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the 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.

The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

## D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals

for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.

- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
  - Gathering evidence of current levels of student learning
  - Developing strategies and ideas to build on strengths and address weaknesses in that learning
  - Implementing the strategies and ideas
  - Analyzing the impact of the changes to discover what was effective and what was not
  - Applying the new knowledge in the next cycle of continuous improvement
  - Results orientation
  - Educators in a PLC assess their efforts on the basis of tangible results.

## **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

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

The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

## **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

Domain trainings for Instructional Staff based on EET Rubric trends.

We have a Power 3 Teacher Leader and two Teacher Talent Developer positions who will be coaching a variety of teachers throughout the year.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

## a. Instructional Programs

### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: [http://www.cpalms.org/Standards/Common\\_Core\\_Standards.aspx](http://www.cpalms.org/Standards/Common_Core_Standards.aspx). These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.

HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: <http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp>.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

## b. Instructional Strategies

### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-RtI/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or

academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e. iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Additional reading Instruction: Lowest 300 school

**Strategy Rationale**

Lowest 300 school

**Strategy Purpose(s)**

- Core Academic Instruction

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

Johnson, Woodland, woodland.johnson@hcps.net

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

Easy CBM  
Iready  
Imagine Learning  
FAIR  
IStation

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first 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 the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. 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 from the first day of school. 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.

## b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*



## 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Student achievement will increase by promoting the health, well-being, and enrichment of students and their families.
- G2.** School culture will improve by aligning our mission and vision statements with school-wide essential behaviors with an emphasis on student leadership and promoting and modeling great character.
- G3.** Student achievement will increase when all students are engaged in rigorous, differentiated lessons that are well-planned, aligned with content and standards, and incorporate usage of technology.

## Strategic Goals Detail

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

**G1. Student achievement will increase by promoting the health, well-being, and enrichment of students and their families.** 1a

G085775

**Targets Supported** 1b

| Indicator  | Annual Target |
|--|---------------|
| Students exhibiting two or more EWS indicators (Total) | 45.0          |

**Targeted Barriers to Achieving the Goal** 3

- Lack of resources

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Community partners
- Families' willingness
- Community School Director

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

Quantitative student behavioral and academic data and qualitative data from surveys of staff, parents, and community members will be analyzed.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

EWS, SCIP, TELL, input from community partners

**G2.** School culture will improve by aligning our mission and vision statements with school-wide essential behaviors with an emphasis on student leadership and promoting and modeling great character. 1a

G085776

**Targets Supported** 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| Discipline incidents | 70.0          |

**Targeted Barriers to Achieving the Goal** 3

- implementing schoolwide essentials for character
- knowledge of implementation of student leadership programs

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CASA committees, staff volunteers

**Plan to Monitor Progress Toward G2.** 8

Behavior Alerts  
Formal Behavior Reports  
Pep Rallies  
Report Card Awards

**Person Responsible**

Latiecea Hailey-Brown

**Schedule**

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

**Evidence of Completion**

Trends in Behavior Alerts and Reports, Character Awards, and Pep Rallies

**G3.** Student achievement will increase when all students are engaged in rigorous, differentiated lessons that are well-planned, aligned with content and standards, and incorporate usage of technology. 1a

G085777

**Targets Supported** 1b

| Indicator                               | Annual Target |
|---|---------------|
| ELA Achievement District Assessment     | 45.0          |
| Writing Achievement District Assessment | 45.0          |
| Math Achievement District Assessment    | 45.0          |
| Science Achievement District Assessment | 45.0          |

**Targeted Barriers to Achieving the Goal** 3

- planning (time and management) to promote student engagement and differentiation needs through usage of new technology

**Resources Available to Help Reduce or Eliminate the Barriers** 2

•

**Plan to Monitor Progress Toward G3.** 8

Monthly Data Reviews  
FAIR Data  
EASY CBM  
iReady Data  
Imagine Learning Data  
Running Records  
Interim Assessments  
Academic Review Meetings  
Formative Assessments and Performance Tasks  
Informal/ Formal Observation Results  
Walkthrough Results

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

Data from Formative Assessments, Instructional data, Formal and Information Assessments, PLC Logs, Instructional Calendars, Walkthrough Logs, Evaluation Data

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Student achievement will increase by promoting the health, well-being, and enrichment of students and their families. 1

G085775

**G1.B1** Lack of resources 2

B227896

**G1.B1.S1** Implement a community school model to provide wrap-around services for our students and families. 4

S240466

### Strategy Rationale

#### Action Step 1 5

There will be a mental health counselor on campus based on student need.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

number of students seen

#### Action Step 2 5

There will be a Certified Application Counselor on campus based on family need.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

Number of families seen, sign in sheets

**Action Step 3** 5

There will be priority appointments available to be scheduled at TFHC Clinics.

**Person Responsible**

Woodland Johnson

**Schedule**

Weekly, from 9/1/2016 to 5/26/2017

**Evidence of Completion**

number of appointments, sign in sheets

**Action Step 4** 5

Enrichment and health classes for parents will be offered on campus.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

sign in sheets, pre-assessments and post-assessments

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

A record of students seen will be kept by the mental health counselor.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

schedule of students seen, list of students receiving services



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

A record of families receiving services from the Application Counselor will be kept.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

sign in sheets

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

A record of appointments made and received will be kept by physicians at TFHC clinics.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

sign ins, record of scheduled appointments

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

A record of attendance and growth will be kept of parents participating in enrichment and health classes.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

sign in sheets, pre-assessments, post-assessments

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

Student behavior, health, and attendance in relation to family use of services will be analyzed.

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

student attendance, family use of services, behavior, out-of-class time

**G2.** School culture will improve by aligning our mission and vision statements with school-wide essential behaviors with an emphasis on student leadership and promoting and modeling great character. 1

G085776

**G2.B1** implementing schoolwide essentials for character 2

B227897

**G2.B1.S1** School faculty and community will model and encourage student usage of our twenty-two essential behaviors. 4

S240467

**Strategy Rationale**

Last year, our CASA Committee led the faculty in creating and defining twenty-two essential behaviors we expect our students to display daily. Videos were created to model these behaviors. Our CASA program, which is a house system that encourages students to earn points for their house based on behavioral and academic aspects, will ensure the students are implementing these behaviors in their daily interactions.

**Action Step 1 5**

The CASA committee will come together to create school-wide essential behaviors we expects our students to display in their daily interactions.

**Person Responsible**

Woodland Johnson

**Schedule**

Monthly, from 5/2/2016 to 5/26/2017

**Evidence of Completion**

Presence of essentials incorporated into classroom instruction/ culture, Physical Presence of Posted Essentials

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

Bi-weekly walkthroughs by leadership team  
Informal/ Formal Evaluations  
Student Attendance  
PLCs  
ILT  
Team Facilitator Meetings  
Leadership Team  
CASA points

**Person Responsible**

Woodland Johnson

**Schedule**

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

**Evidence of Completion**

Walkthrough Data, Evaluations, Trends in Attendance, PLC Notes, ILT Notes, Team Facilitator Notes, Leadership Team Notes, Domain 2 Data, CASA data

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

Bi-weekly walkthroughs by leadership team  
Informal/ Formal Evaluations  
Student Attendance  
PLCs  
ILT  
Team Facilitator Meetings  
Leadership Team

**Person Responsible**

Latiecea Hailey-Brown

**Schedule**

Weekly, from 8/25/2015 to 6/10/2016

**Evidence of Completion**

Walkthrough Data, Evaluations, Trends in Attendance, PLC Notes, ILT Notes, Team Facilitator Notes, Leadership Team Notes, Domain 2 Data, CASA data

**G2.B2** knowledge of implementation of student leadership programs **2**

 B227898

**G2.B2.S1** Student leadership programs will be implemented to promote academic and character achievement. **4**

 S240468

**Strategy Rationale**

**Action Step 1** **5**

We will be implementing the Student Council program for fifth graders.

**Person Responsible**

Latiecea Hailey-Brown

**Schedule**

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

***Evidence of Completion***

Student Academic Report Card Grades, Formative Assessments

**Action Step 2** **5**

We will be implementing the NEHS (National Elementary Honor Society) for third, fourth, and fifth graders.

**Person Responsible**

Latiecea Hailey-Brown

**Schedule**

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

***Evidence of Completion***

Student Academic Report Card Grades, Formative Assessments

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

PLCs  
Team Facilitator Meetings  
ILT  
Leadership Meetings  
Student Council Meetings  
NEHS Meetings

**Person Responsible**

Latiecea Haley-Brown

**Schedule**

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

**Evidence of Completion**

Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes

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

PLCs  
Team Facilitator Meetings  
ILT  
Leadership Meetings  
Student Council Meetings  
NEHS Meetings

**Person Responsible**

Latiecea Hailey-Brown

**Schedule**

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

**Evidence of Completion**

Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes

**G3.** Student achievement will increase when all students are engaged in rigorous, differentiated lessons that are well-planned, aligned with content and standards, and incorporate usage of technology. 1

G085777

**G3.B3** planning (time and management) to promote student engagement and differentiation needs through usage of new technology 2

B227901

**G3.B3.S1** Faculty will specifically plan engagement strategies for lessons to ensure student engagement. 4

S240471

### Strategy Rationale

By planning engagement structures, this will ensure that student expectations are clear and all students are involved in the learning process while also teaching them cooperative learning skills. It will also ensure that lessons are thoroughly thought out and well planned. We will also be incorporating usage of new technology obtained this year to promote engagement and higher-level, authentic activities for students.

### Action Step 1 5

Staff Development  
Content Trainings: ELA, Math, Science  
Coaching Cycles  
Technology Trainings

#### Person Responsible

Woodland Johnson

#### Schedule

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

#### Evidence of Completion

Inservice Records, Coaching Logs, Evaluation Results

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Leadership team will conduct bi-weekly walk-throughs and provide timely feedback on engagement strategies including usage of technology.

**Person Responsible**

Woodland Johnson

**Schedule**

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

***Evidence of Completion***

Data from Walk-throughs, Informal/ Formal Evaluations Results

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Progress Monitoring  
Academic Review Meetings  
Assessment Monitoring  
PLC's  
ILT  
Leadership Meetings

**Person Responsible**

Woodland Johnson

**Schedule**

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

***Evidence of Completion***

Formative Assessment Data, PLC Logs

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who                    | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date |
|-------------------------|---|------------------------|-------------------------------|---|--------------------|
| <b>2017</b>             |   |                        |                               |   |                    |
| G2.B1.S1.MA1<br>M319810 | Bi-weekly walkthroughs by leadership team Informal/ Formal Evaluations Student Attendance PLCs...   | Hailey-Brown, Latiecea | 8/25/2015                     | Walkthrough Data, Evaluations, Trends in Attendance, PLC Notes, ILT Notes, Team Facilitator Notes, Leadership Team Notes, Domain 2 Data, CASA data            | 6/10/2016 weekly   |
| G1.MA1<br>M319809       | Quantitative student behavioral and academic data and qualitative data from surveys of staff,...    | Johnson, Woodland      | 8/10/2016                     | EWS, SCIP, TELL, input from community partners  | 5/26/2017 monthly  |
| G2.MA1<br>M319814       | Behavior Alerts Formal Behavior Reports Pep Rallys Report Card Awards                               | Hailey-Brown, Latiecea | 8/10/2016                     | Trends in Behavior Alerts and Reports, Character Awards, and Pep Rallys   | 5/26/2017 daily    |
| G3.MA1<br>M319817       | Monthly Data Reviews FAIR Data EASY CBM iReady Data Imagine Learning Data Running Records...        | Johnson, Woodland      | 8/10/2016                     | Data from Formative Assessments, Instructional data, Formal and Information Assessments, PLC Logs, Instructional Calendars, Walkthrough Logs, Evaluation Data | 5/26/2017 weekly   |
| G1.B1.S1.MA1<br>M319804 | Student behavior, health, and attendance in relation to family use of services will be analyzed.    | Johnson, Woodland      | 8/10/2016                     | student attendance, family use of services, behavior, out-of-class time   | 5/26/2017 monthly  |
| G1.B1.S1.MA1<br>M319805 | A record of students seen will be kept by the mental health counselor.                              | Johnson, Woodland      | 8/10/2016                     | schedule of students seen, list of students receiving services  | 5/26/2017 weekly   |
| G1.B1.S1.MA3<br>M319806 | A record of families receiving services from the Application Counselor will be kept.                | Johnson, Woodland      | 8/10/2016                     | sign in sheets  | 5/26/2017 weekly   |
| G1.B1.S1.MA4<br>M319807 | A record of appointments made and received will be kept by physicians at TFHC clinics.              | Johnson, Woodland      | 8/10/2016                     | sign ins, record of scheduled appointments  | 5/26/2017 weekly   |
| G1.B1.S1.MA5<br>M319808 | A record of attendance and growth will be kept of parents participating in enrichment and health... | Johnson, Woodland      | 8/10/2016                     | sign in sheets, pre-assessments, post-assessments   | 5/26/2017 weekly   |
| G1.B1.S1.A1<br>A311238  | There will be a mental health counselor on campus based on student need.                            | Johnson, Woodland      | 8/10/2016                     | number of students seen   | 5/26/2017 monthly  |
| G1.B1.S1.A2<br>A311239  | There will be a Certified Application Counselor on campus based on family need.                     | Johnson, Woodland      | 8/10/2016                     | Number of families seen, sign in sheets   | 5/26/2017 weekly   |
| G1.B1.S1.A3<br>A311240  | There will be priority appointments available to be scheduled at TFHC Clinics.                      | Johnson, Woodland      | 9/1/2016                      | number of appointments, sign in sheets  | 5/26/2017 weekly   |
| G1.B1.S1.A4<br>A311241  | Enrichment and health classes for parents will be offered on campus.                                | Johnson, Woodland      | 8/10/2016                     | sign in sheets, pre-assessments and post-assessments  | 5/26/2017 weekly   |
| G2.B1.S1.MA1<br>M319811 | Bi-weekly walkthroughs by leadership team Informal/ Formal Evaluations Student Attendance PLCs...   | Johnson, Woodland      | 8/10/2016                     | Walkthrough Data, Evaluations, Trends in Attendance, PLC Notes, ILT Notes, Team Facilitator Notes, Leadership Team Notes, Domain 2 Data, CASA data            | 5/26/2017 weekly   |
| G2.B1.S1.A1<br>A311242  | The CASA committee will come together to create school-wide essential behaviors we expects our...   | Johnson, Woodland      | 5/2/2016                      | Presence of essentials incorporated into classroom instruction/ culture, Physical Presence of Posted Essentials   | 5/26/2017 monthly  |
| G2.B2.S1.MA1<br>M319812 | PLCs Team Facilitator Meetings ILT Leadership Meetings Student Council Meetings NEHS Meetings       | Hailey-Brown, Latiecea | 8/10/2016                     | Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes                             | 5/26/2017 monthly  |
| G2.B2.S1.MA1<br>M319813 | PLCs Team Facilitator Meetings ILT Leadership Meetings Student Council Meetings NEHS Meetings       | Haley-Brown, Latiecea  | 8/10/2016                     | Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings  | 5/26/2017 monthly  |



**Hillsborough - 3121 - Mort Elementary School - 2016-17 SIP**  
*Mort Elementary School*

| Source                  | Task, Action Step or Monitoring Activity   | Who                    | Start Date (where applicable) | Deliverable or Evidence of Completion                         | Due Date/ End Date  |
|-------------------------|--|------------------------|-------------------------------|---|---------------------|
|                         |  |                        |                               | Notes, Student Council Meeting Notes, NEHS Meeting Notes      |                     |
| G2.B2.S1.A1<br>A311243  | We will be implementing the Student Council program for fifth graders.                               | Hailey-Brown, Latiecea | 8/10/2016                     | Student Academic Report Card Grades, Formative Assessments    | 5/26/2017 quarterly |
| G2.B2.S1.A2<br>A311244  | We will be implementing the NEHS (National Elementary Honor Society) for third, fourth, and fifth... | Hailey-Brown, Latiecea | 8/10/2016                     | Student Academic Report Card Grades, Formative Assessments    | 5/26/2017 quarterly |
| G3.B3.S1.MA1<br>M319815 | Progress Monitoring Academic Review Meetings Assessment Monitoring PLC's ILT Leadership...           | Johnson, Woodland      | 8/10/2016                     | Formative Assessment Data, PLC Logs                           | 5/26/2017 biweekly  |
| G3.B3.S1.MA1<br>M319816 | Leadership team will conduct bi-weekly walk-throughs and provide timely feedback on engagement...    | Johnson, Woodland      | 8/10/2016                     | Data from Walk-throughs, Informal/ Formal Evaluations Results | 5/26/2017 biweekly  |
| G3.B3.S1.A1<br>A311245  | Staff Development Content Trainings: ELA, Math, Science Coaching Cycles Technology Trainings         | Johnson, Woodland      | 8/10/2016                     | Inservice Records, Coaching Logs, Evaluation Results          | 5/26/2017 biweekly  |

## V. Professional Development Opportunities

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

**G3.** Student achievement will increase when all students are engaged in rigorous, differentiated lessons that are well-planned, aligned with content and standards, and incorporate usage of technology.

**G3.B3** planning (time and management) to promote student engagement and differentiation needs through usage of new technology

**G3.B3.S1** Faculty will specifically plan engagement strategies for lessons to ensure student engagement.

### **PD Opportunity 1**

Staff Development Content Trainings: ELA, Math, Science Coaching Cycles Technology Trainings

#### **Facilitator**

Amanda Bellas

#### **Participants**

Instructional Staff

#### **Schedule**

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

## VI. Technical Assistance Items

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

## VII. Budget

|               |             |   |               |
|---------------|-------------|---|---------------|
| 1             | G1.B1.S1.A1 | There will be a mental health counselor on campus based on student need.  | \$0.00        |
| 2             | G1.B1.S1.A2 | There will be a Certified Application Counselor on campus based on family need.   | \$0.00        |
| 3             | G1.B1.S1.A3 | There will be priority appointments available to be scheduled at TFHC Clinics.  | \$0.00        |
| 4             | G1.B1.S1.A4 | Enrichment and health classes for parents will be offered on campus.  | \$0.00        |
| 5             | G2.B1.S1.A1 | The CASA committee will come together to create school-wide essential behaviors we expects our students to display in their daily interactions. | \$0.00        |
| 6             | G2.B2.S1.A1 | We will be implementing the Student Council program for fifth graders.  | \$0.00        |
| 7             | G2.B2.S1.A2 | We will be implementing the NEHS (National Elementary Honor Society) for third, fourth, and fifth graders.                                      | \$0.00        |
| 8             | G3.B3.S1.A1 | Staff Development Content Trainings: ELA, Math, Science Coaching Cycles Technology Trainings  | \$0.00        |
| <b>Total:</b> |             |   | <b>\$0.00</b> |