

Clair Mel Elementary School



2016-17 Schoolwide Improvement Plan

Clair Mel Elementary School

1025 S 78TH ST, Tampa, FL 33619

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 97% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 92% |

School Grades History

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

**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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 10 |
| Effective Leadership | 11 |
| Public and Collaborative Teaching | 16 |
| Ambitious Instruction and Learning | 17 |
| 8-Step Planning and Problem Solving Implementation | 22 |
| Goals Summary | 22 |
| Goals Detail | 22 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 35 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 37 |
| Professional Development Opportunities | 37 |
| Technical Assistance Items | 39 |
| Appendix 3: Budget to Support Goals | 39 |

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 Clair Mel Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|--------------------------------------|
| Central - Lucinda Thompson | Targeted Support & Improvement - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Clair Mel Elementary will empower children to have active and creative minds to promote lifelong learners within our community.

b. Provide the school's vision statement.

Developing successful, productive citizens who make positive differences.

2. School Environment

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

The process by which our school learns about students' cultures and builds relationships between teachers and students encompasses culturally responsive teaching, a philosophy that demands high expectations of all students, and for students and families to feel valued, a need to belong, and appreciated on a daily basis. Activities out our school include:

- Student interest inventories
- Home and neighborhood visits
- Check and Connect Mentors
- Multicultural events/programs
- Get to know you activities
- Cultural relevant teaching/trainings
- Invitation of cultures in the classroom
- Genuine conversations (morning or midday meetings)/lunch with students

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

Safety is vital and should be evident for the well-being of every student on campus. Hence, the school creates an environment where every student feels safe and respected before, during, and after school through the following suggested proactive measures:

- Positive feedback from staff and students
- Greeting/call students by name
- Guidance lessons and small groups
- School resource officer
- Staff visibility throughout campus/adult supervision/teachers greet students at the door
- Positive Behavioral Support (PBS) and Champs school-wide discipline plans
- Celebrations and special recognitions

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

A school-wide behavior plan is imperative for the safety of all students. Additionally, students need consistent structure of routines and procedures as well as clear communication of expectations. A behavior system that is fair among all students. Activities at our school include:

- Mentoring program – Check and Connect
- Positive Behavioral Support (PBS)
- School-wide Champs
- Terrific parents/Terrific kids
- Character Education celebrations

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.

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 measureable (e.g., SMART goals).
 - o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, 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?

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

Level 1 FCAT score

Early warning system data can come from the following sources:

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

FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.

BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/PLCs/Individual teachers.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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 | 17 | 25 | 20 | 18 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |
| One or more suspensions | 0 | 1 | 1 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 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 | 6 | 40 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 93 |

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 | 0 | 1 | 3 | 8 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

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 Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts 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 available at the school site.

2. Description

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

Networking with business partners is important for the school and the community. This partnership builds relationships in order to help with the betterment of students and staff. As a school, we reach out to local business and community members to be a part of our Student Advisory Counsel as well as a business partner to our school. Some of our partnerships include:

- Crossing Church
- Walmart
- Chuck E. Cheese
- McDonalds

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 |
|-----------------|-----------|
| Grayes, Richard | Principal |

b. Duties

1. 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
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Writing, Math, etc. and other resource/specialists)
- Power 3 Teacher Leader
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative
- Media Specialist
- Attendance Committee Representative
- Behavior team Representative/Behavior Specialist/Coach

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

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker,

Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

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

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

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.

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------------|----------------------------|
| Richard Grayes | Principal |
| Virginia Santesteban-Botto | Teacher |
| Trimeishia Sheppard | Teacher |
| Kathy Gillette | Parent |
| Mandy Nolin | Parent |
| Carly Houman | Business/Community |
| Peter Peck | Business/Community |
| Ysenia Amaro | Parent |
| Melanie Lamphere | Teacher |
| Xiomara Previti | Education Support Employee |
| Martha Martinez | Business/Community |
| Dawn Gartner | Business/Community |
| Maria Chavez | Parent |
| Christina Jimenez | Teacher |
| Margarita Pagan | Business/Community |
| Cynthia Zuniga | Parent |
| Patricia Cisneros | Parent |
| Daniel Jones | Parent |
| Sharon Butler | Parent |
| Elizabeth Dubois-Ortiz | Student |
| Christina Devoe | Parent |
| Olga Montano | Business/Community |

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

In partnership with the School Leadership Team, the SAC will analyze and assess last year's school improvement plan looking at all pertinent school data that affects student achievement as well as goal attainment. From this analysis the teams will be able to develop this year's school improvement plan based on trends and needs seen from the previous year.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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

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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|-----------------|---------------------|
| Grayes, Richard | Principal |
| Hughes, Willie | Assistant 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. Members include:

Principal
Assistant Principal
Reading Coach/Resource Teacher

Academic Intervention Specialist
ESE Teacher
ELL Representative
Grade Level Representatives

The principal is the LLT (ILT) chairperson. The reading coach, writing coach, reading resource, and academic intervention specialist are members 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, the writing 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.

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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully

implemented in 2013-14. The Common Core (CC) standards may be accessed at: http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

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

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

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

b. Instructional Strategies

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

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

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

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

programs. The three tiers are characterized as follows:

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

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

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

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

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

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

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

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

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e. iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided

interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Additional instruction in reading as required by statute.

Strategy Rationale

School's inclusion in the Low 300.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Grayes, Richard, richard.grayes@hcps.net

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

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

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 two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement

events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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.

N/A

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

N/A

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

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when we focus on relationships paired with building student leadership.
- G2.** Student achievement will increase when students are actively engaged in lessons aligned with content area standards that are planned using data to determine student needs.

Strategic Goals Detail

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

G1. Student achievement will increase when we focus on relationships paired with building student leadership. 1a

G085794

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 40.0 |
| FSA Mathematics Achievement | 41.0 |
| FCAT 2.0 Science Proficiency | 43.0 |

Targeted Barriers to Achieving the Goal 3

- We need more adults available who can take on the role of being a mentor.
- Lack of structure for promoting student leadership.
- Lack of Programs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Men of Vision, Girls with Pearls, Check and Connect, Girls Running Club, Fitness Club, National Honor Society

Plan to Monitor Progress Toward G1. 8

Attendance, discipline, grades, number of mentees/mentors

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals, number of mentees/mentors

G2. Student achievement will increase when students are actively engaged in lessons aligned with content area standards that are planned using data to determine student needs. 1a

G085795

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA Mathematics Achievement | 41.0 |
| FSA ELA Achievement | 40.0 |
| FCAT 2.0 Science Proficiency | 43.0 |

Targeted Barriers to Achieving the Goal 3

- Planning Time
- New Standards, Assessments, and Expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

- Team Leaders Resource Teachers/ Coaches Mentors/ Peers District Support Guidance Social Worker Media Specialist Professional Development (In House / Power 3) Admin Support Teacher Leader Grade Level PLC's Vertical PLC's School Psychologist (Half DAY) MTSS process Volunteers Aides / Para's Creating a resource list that can be used as a guide for interventions ... New To Clair-Mel Group Parent Involvement Committee

Plan to Monitor Progress Toward G2. 8

The percent of students scoring at or above proficiency on district, state, and national assessments will increase.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

School Based Common Assessments, I-Ready, District Assessments, Interim Assessments, State Assessments, and National Assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase when we focus on relationships paired with building student leadership.

1

 G085794

G1.B1 We need more adults available who can take on the role of being a mentor. **2**

 B227947

G1.B1.S1 Faculty members have initiated student leadership programs including Men of Vision, Girls with Pearls, Check and Connect, Girls Running Club, Fitness Club, and National Honor Society. **4**

 S240516

Strategy Rationale

Relationship building and student leadership

Action Step 1 **5**

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals

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

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Attendance, Academic Grades, Discipline Referrals, Number of mentees/mentors

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

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible


Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals, number of mentees/mentors

G1.B2 Lack of structure for promoting student leadership. **2** B227948**G1.B2.S1** Faculty members have initiated student leadership programs including Men of Vision, Girls with Pearls, Check and Connect, Girls Running Club, Fitness Club, and National Honor Society. **4** S240518**Strategy Rationale**

Relationship building and student leadership

Action Step 1 **5**

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals

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

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals, observation, agendas/ documentation

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

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals, observation, agendas/
documentation

G1.B3 Lack of Programs 2

 B227949

G1.B3.S1 Faculty members have initiated student leadership programs including Men of Vision, Girls with Pearls, Check and Connect, Girls Running Club, Fitness Club, and National Honor Society. 4

 S240519

Strategy Rationale

Relationship building and student leadership

Action Step 1 5

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals

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

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals, observation, agendas/
documentation

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

Programs will meet at least once a month to build relationships with student leadership.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Days in attendance, academic grades, discipline referrals, observation, agendas/
documentation

G2. Student achievement will increase when students are actively engaged in lessons aligned with content area standards that are planned using data to determine student needs. 1

G085795

G2.B1 Planning Time 2

B227950

G2.B1.S1 Three monthly grade level PLC meeting times are set for teachers. In addition, monthly planning meetings are set for the teachers to vertically plan with the reading and math coaches from September-March. Quarterly vertical PLC meeting times are set for teacher champions to discuss the progress of the SIP action steps. 4

S240520

Strategy Rationale

Collaborative Planning

Action Step 1 5

Once a quarter grade level teachers (with support from instructional coaches, teacher leader, and administration) will meet on a Saturday to address planning challenges next steps and areas of support.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Lesson Plans PLC's Documentation Agenda's Curriculum Maps Coaching Logs Intervention Resource Map Walk Through Evidence Data Binders

Action Step 2 5

Teachers will meet three times per month to discuss data and strategies for lesson planning. The lessons will be based on content area standards, data, and student engagement strategies.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Lesson Plans PLC's Documentation Agenda's Curriculum Maps Coaching Logs Intervention Resource Map Walk Through Evidence Data Binders

Action Step 3 5

Teachers will meet quarterly for vertical PLC meetings to discuss cross grade level needs, student data, and curriculum/ instructional implications.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Lesson Plans PLC's Documentation Agenda's Curriculum Maps Coaching Logs Intervention Resource Map Walk Through Evidence Data Binders

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

Once a quarter grade level teachers (with support from instructional coaches, teacher leader, and administration) will meet on a Saturday to address planning challenges next steps and areas of support.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Walk throughs four times a week Coaches LOGS and Cycle Docs Leadership Team Feedback Documentation Essential Questions/ Objectives EET Observations (Peers Mentors Admin Formals and Informals as scheduled) Lesson Plans Agendas PLC Logs Data Binders

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

Grade level teachers (with support from instructional coaches, teacher leader, and administration) will meet three times a month to discuss data and strategies to support lessons.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Walk throughs four times a week Coaches LOGS and Cycle Docs Leadership Team
Feedback Documentation Essential Questions/ Objectives EET Observations (Peers
Mentors Admin Formals and Informals as scheduled) Lesson Plans Agendas PLC Logs
Data Binders

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

Teachers will meet quarterly for vertical PLC meetings to discuss cross grade level needs, student data, and curriculum/ instructional implications.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Walk throughs four times a week Coaches LOGS and Cycle Docs Leadership Team
Feedback Documentation Essential Questions/ Objectives EET Observations (Peers
Mentors Admin Formals and Informals as scheduled) Lesson Plans Agendas PLC Logs
Data Binders

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

All grade levels will conduct grade level and vertical PLC's and teachers will engage students in task and assignments based on data and aligned to the content area standards daily.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

Lesson plans Walk throughs Observations (Formal and Informal) Coaching Logs Leadership Team Feedback Documentation Student data - data binders

G2.B2 New Standards, Assessments, and Expectations 2

 B227951

G2.B2.S1 Familiarizing teachers with the new Florida Standards. 4

 S240521

Strategy Rationale

New State Standards

Action Step 1 5

Pre-preplanning provided for teachers to learn more about Gender Differentiated Strategies. Teachers were paid through Power 3 funds. Teachers also engaged in using the "First Days of School" book in order to identify and plan effective procedures and routines. Teachers will participate in Standards module trainings during the months of September-November. Monthly planning sessions will be facilitated by the math and reading coaches.

Person Responsible

Richard Grayes

Schedule

On 5/26/2017

Evidence of Completion

Agenda Sign-in Sheet Handouts Lesson Plans PLC Documents

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

By the end of each month, team leaders will turn in PLC documents to the Principal and Leadership Team.

Person Responsible

Richard Grayes

Schedule

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

Evidence of Completion

PLC Agendas, Logs, and other documents Walk throughs Lesson plans Essential Questions Objectives EET Formal and Informal Documents

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

All grade levels will conduct grade level and vertical PLC's and teachers will engage students in task and assignments based on data and aligned to the content area standards daily.

Person Responsible

Richard Grayes















Schedule








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

Evidence of Completion

PLC Agendas, Logs, and other documents Walk throughs Lesson plans Essential Questions Objectives EET Formal and Informal Documents

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-----------------|-------------------------------|---|---------------------|
| 2017 | | | | | |
| G1.MA1  M319916 | Attendance, discipline, grades, number of mentees/mentors | Grayes, Richard | 9/1/2016 | Days in attendance, academic grades, discipline referrals, number of mentees/mentors | 5/26/2017 monthly |
| G2.MA1  M319923 | The percent of students scoring at or above proficiency on district, state, and national... | Grayes, Richard | 8/10/2016 | School Based Common Assessments, I-Ready, District Assessments, Interim Assessments, State Assessments, and National Assessments. | 5/26/2017 quarterly |
| G1.B1.S1.MA1  M319910 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 8/10/2016 | Days in attendance, academic grades, discipline referrals, number of mentees/mentors | 5/26/2017 monthly |
| G1.B1.S1.MA1  M319911 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 8/10/2016 | Attendance, Academic Grades, Discipline Referrals, Number of mentees/mentors | 5/26/2017 monthly |
| G1.B1.S1.A1  A311308 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 8/10/2016 | Days in attendance, academic grades, discipline referrals | 5/26/2017 monthly |
| G1.B2.S1.MA1  M319912 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 9/1/2016 | Days in attendance, academic grades, discipline referrals, observation, agendas/documentation | 5/26/2017 monthly |
| G1.B2.S1.MA1  M319913 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 9/1/2016 | Days in attendance, academic grades, discipline referrals, observation, agendas/documentation | 5/26/2017 monthly |
| G1.B2.S1.A1  A311309 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 8/10/2016 | Days in attendance, academic grades, discipline referrals | 5/26/2017 monthly |
| G1.B3.S1.MA1  M319914 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 8/10/2016 | Days in attendance, academic grades, discipline referrals, observation, agendas/documentation | 5/26/2017 monthly |
| G1.B3.S1.MA1  M319915 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 8/10/2016 | Days in attendance, academic grades, discipline referrals, observation, agendas/documentation | 5/26/2017 monthly |
| G1.B3.S1.A1  A311310 | Programs will meet at least once a month to build relationships with student leadership. | Grayes, Richard | 8/10/2016 | Days in attendance, academic grades, discipline referrals | 5/26/2017 monthly |
| G2.B1.S1.MA1  M319917 | All grade levels will conduct grade level and vertical PLC's and teachers will engage students in... | Grayes, Richard | 8/10/2016 | Lesson plans Walk throughs Observations (Formal and Informal) Coaching Logs Leadership Team Feedback Documentation Student data - data binders | 5/26/2017 daily |
| G2.B1.S1.MA1  M319918 | Once a quarter grade level teachers (with support from instructional coaches, teacher leader, and... | Grayes, Richard | 8/10/2016 | Walk throughs four times a week Coaches LOGS and Cycle Docs Leadership Team Feedback Documentation Essential Questions/ Objectives EET Observations (Peers Mentors Admin Formals and Informals as scheduled) Lesson Plans Agendas PLC Logs Data Binders | 5/26/2017 weekly |
| G2.B1.S1.MA3  M319919 | Grade level teachers (with support from instructional coaches, teacher leader, and administration)... | Grayes, Richard | 8/10/2016 | Walk throughs four times a week Coaches LOGS and Cycle Docs Leadership Team Feedback Documentation Essential Questions/ Objectives EET Observations (Peers Mentors Admin Formals and Informals as scheduled) Lesson Plans Agendas PLC Logs Data Binders | 5/26/2017 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--|---|-----------------|-------------------------------|--|------------------------|
| G2.B1.S1.MA4  M319920 | Teachers will meet quarterly for vertical PLC meetings to discuss cross grade level needs, student... | Grayes, Richard | 8/10/2016 | Walk throughs four times a week Coaches LOGS and Cycle Docs Leadership Team Feedback Documentation Essential Questions/ Objectives EET Observations (Peers Mentors Admin Formals and Informals as scheduled) Lesson Plans Agendas PLC Logs Data Binders | 5/26/2017 quarterly |
| G2.B1.S1.A1  A311311 | Once a quarter grade level teachers (with support from instructional coaches, teacher leader, and... | Grayes, Richard | 8/10/2016 | Lesson Plans PLC's Documentation Agenda's Curriculum Maps Coaching Logs Intervention Resource Map Walk Through Evidence Data Binders | 5/26/2017 quarterly |
| G2.B1.S1.A2  A311312 | Teachers will meet three times per month to discuss data and strategies for lesson planning. The... | Grayes, Richard | 8/10/2016 | Lesson Plans PLC's Documentation Agenda's Curriculum Maps Coaching Logs Intervention Resource Map Walk Through Evidence Data Binders | 5/26/2017 monthly |
| G2.B1.S1.A3  A311313 | Teachers will meet quarterly for vertical PLC meetings to discuss cross grade level needs, student... | Grayes, Richard | 8/10/2016 | Lesson Plans PLC's Documentation Agenda's Curriculum Maps Coaching Logs Intervention Resource Map Walk Through Evidence Data Binders | 5/26/2017 quarterly |
| G2.B2.S1.MA1  M319921 | All grade levels will conduct grade level and vertical PLC's and teachers will engage students in... | Grayes, Richard | 8/10/2016 | PLC Agendas, Logs, and other documents Walk throughs Lesson plans Essential Questions Objectives EET Formal and Informal Documents | 5/26/2017 biweekly |
| G2.B2.S1.MA1  M319922 | By the end of each month, team leaders will turn in PLC documents to the Principal and Leadership... | Grayes, Richard | 8/10/2016 | PLC Agendas, Logs, and other documents Walk throughs Lesson plans Essential Questions Objectives EET Formal and Informal Documents | 5/26/2017 monthly |
| G2.B2.S1.A1  A311314 | Pre-preplanning provided for teachers to learn more about Gender Differentiated Strategies.... | Grayes, Richard | 8/26/2016 | Agenda Sign-in Sheet Handouts Lesson Plans PLC Documents | 5/26/2017 one-time |

V. Professional Development Opportunities

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

G2. Student achievement will increase when students are actively engaged in lessons aligned with content area standards that are planned using data to determine student needs.

G2.B1 Planning Time

G2.B1.S1 Three monthly grade level PLC meeting times are set for teachers. In addition, monthly planning meetings are set for the teachers to vertically plan with the reading and math coaches from September-March. Quarterly vertical PLC meeting times are set for teacher champions to discuss the progress of the SIP action steps.

PD Opportunity 1

Once a quarter grade level teachers (with support from instructional coaches, teacher leader, and administration) will meet on a Saturday to address planning challenges next steps and areas of support.

Facilitator

Leadership Team and Instructional coaches

Participants

Grade Level Teachers and Support Staff

Schedule

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

PD Opportunity 2

Teachers will meet three times per month to discuss data and strategies for lesson planning. The lessons will be based on content area standards, data, and student engagement strategies.

Facilitator

Leadership Team Members

Participants

Grade Level Teachers and Support Staff

Schedule

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

G2.B2 New Standards, Assessments, and Expectations

G2.B2.S1 Familiarizing teachers with the new Florida Standards.

PD Opportunity 1

Pre-preplanning provided for teachers to learn more about Gender Differentiated Strategies. Teachers were paid through Power 3 funds. Teachers also engaged in using the "First Days of School" book in order to identify and plan effective procedures and routines. Teachers will participate in Standards module trainings during the months of September-November. Monthly planning sessions will be facilitated by the math and reading coaches.

Facilitator

Tiffany Givens, Teacher Leader for Power 3 as well as the Leadership Team

Participants

Grade Level Teachers

Schedule

On 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 | Programs will meet at least once a month to build relationships with student leadership. | \$0.00 |
| 2 | G1.B2.S1.A1 | Programs will meet at least once a month to build relationships with student leadership. | \$0.00 |
| 3 | G1.B3.S1.A1 | Programs will meet at least once a month to build relationships with student leadership. | \$0.00 |
| 4 | G2.B1.S1.A1 | Once a quarter grade level teachers (with support from instructional coaches, teacher leader, and administration) will meet on a Saturday to address planning challenges next steps and areas of support. | \$0.00 |
| 5 | G2.B1.S1.A2 | Teachers will meet three times per month to discuss data and strategies for lesson planning. The lessons will be based on content area standards, data, and student engagement strategies. | \$0.00 |
| 6 | G2.B1.S1.A3 | Teachers will meet quarterly for vertical PLC meetings to discuss cross grade level needs, student data, and curriculum/ instructional implications. | \$0.00 |
| 7 | G2.B2.S1.A1 | Pre-preplanning provided for teachers to learn more about Gender Differentiated Strategies. Teachers were paid through Power 3 funds. Teachers also engaged in using the "First Days of School" book in order to identify and plan effective procedures and routines. Teachers will participate in Standards module trainings during the months of September-November. Monthly planning sessions will be facilitated by the math and reading coaches. | \$0.00 |
| Total: | | | \$0.00 |