

Hillsborough County Public Schools

Broward Elementary School



2016-17 Schoolwide Improvement Plan

Broward Elementary School

400 W OSBORNE AVE, Tampa, FL 33603

[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	93%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	B	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>.

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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 Broward Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

Broward Scholars have POWER!
Participation, Organization, Wisdom, Effort, Responsibility

b. Provide the school's vision statement.

Every Broward student will succeed.

2. School Environment

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

- Student surveys
- Parent surveys
- Needs assessments
- Team building
- Academic Family Events
- Learning Style Inventory
- Community Outreach Support
- Preplanning and Ongoing Culture Building Activities

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

- School-wide Discipline Plan
- CHAMPS
- Conscious Discipline
- Safety procedures/drills
- School-wide Procedures
- Meet with Crisis Management Team
- Guidance lessons
- Anti bully presentations
- Designated locations for staff members (before, during and after school)
- Arrival/Dismissal plan
- Student Mentorship/Leadership

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.

- School-wide Behavior Plan 2016-2017 (includes cafeteria and bus)
- Multi-tiered Behavior Support through MTSS
- School-wide/Student Reflection Sheets
- CHAMPS
- Conscious Discipline
- Walk-throughs and Feedback

- Professional Development with fidelity checks
- Monthly PLC
- Monthly Discipline Meeting
- Discipline Committee
- Proactive Intervention Meetings between various school staff and parents
- Positive Referrals
- Ongoing job embedded PD

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 is to monitor student data related to instruction and interventions, the Leadership Team 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 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.

The Leadership Team and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation by:

- o Using 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 Grade Level and content area PLCs ensure fidelity of the school-wide action plan

- 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.

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	16	11	13	11	10	0	0	0	0	0	0	0	71
One or more suspensions	1	3	4	18	7	6	0	0	0	0	0	0	0	39
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	10	27	30	0	0	0	0	0	0	0	67

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	1	2	2	7	13	13	0	0	0	0	0	0	0	38

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

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/305184>.

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.

Broward Elementary Parent Involvement Plan 2016-2017

Mission Statement:

Broward Elementary will build an integrated learning community while providing educational opportunities that guarantee achievement of each individual student.

Involvement of Parents:

Broward Elementary truly believes that it takes the parents and staff members working together to improve student education. The SAC has a responsibility for developing, reviewing, monitoring and evaluating the school Title 1 plans, such as the School Improvement Plan and the Parent Involvement Plan. The SAC team is comprised of parents, staff members and business partners that have showed interest and then an official election occurred to elect the members. All parents were given the opportunity to review the plans and offer input prior to approval. Parent feedback to the impact of the School Improvement Goals were reviewed at the end of the 2015-2016 school year with SAC and PTA parent members, business members and staff. Results of parent surveys are reviewed by SAC and the staff to determine needs and modifications. During the SAC meetings, the committee will decide, with the input of parents, how the parent involvement funds will be used. Also parents were presented with Title 1 information at the meeting during the beginning of the school year before Open House. Information will also be dispersed through brochures, school website and monthly newsletters. Monthly events will also be scheduled for parents including parent training, parent-student involvement events and committees such as PTA and SAC. The Parent Involvement section was planned using the end of year Parent Involvement Survey and the School Climate and Perception Survey.

Coordination and Integration:

English Language Learners (ELL)- The ELL staff coordinates two annual Parent Leadership Council meetings to inform ELL parents about programs offered through the district as well as events and services in the community. Information includes: 1.) How to receive translation services. 2.) How to schedule conferences with teachers or staff. The ELL staff serves on the school parent involvement committee.

Kindergarten Round-Up is used to invite parents to gain information about the Kindergarten Program at Broward Elementary during the month of February. Broward Elementary also invites community programs to attend Kindergarten Round-Up.

Family Literacy Nights- Parent Involvement has partnered with the Junior League of Tampa to provide literacy activities and resources for parents at three events throughout the school year.

Conference Nights- Resources are available from academic coaches and resource teachers to provide parents with any academic needs.

Steps to conduct Annual Parent Meetings:

- SAC reviewed the School Climate and Perception Survey
- Based on the 15/16 plan, revisions and updates were made based on the barriers indicated on the SCPS
- Develop agenda, handouts, and presentation materials that address Title 1 requirements
- Develop and disseminate invitations
- Maintain documentation
- Implement Meeting

Flexible Parent Meetings:

The parent involvement committee has made arrangements to provide alternative meeting schedules for planned activities. The Reading Leadership Team, SAC, ELL Resource, and Math Resource have helped in planning special events related to their areas of knowledge. Flexible scheduled meetings are and will continue to be held at various days and times such as morning, afternoons, and evenings.

Special services that are provided at the meetings are: a translator and help with small children.

Students wear home event stickers on the day of or night before the event as a reminder to families and

stakeholders.

Building Capacity for Strong Parental Involvement:

9/9/16 – Grandparents' Breakfast

9/22/16- Parent Information Night (Robles) 4:30-6:00 PM

10/20/16- Conference Night 3:30-6:00 PM

10/28/16 - Fall Festival (Math/Science) 5:30 – 7:00 PM

11/17/16 – Great American Teach-In

11/18/16 - POW WOW (K & 1st Grade)

12/8/16 – Snuggle Up Family Night (5:30 – 7:00 PM)

1/12/17 – Conference Night/Book Fair 3:00 – 6:00 PM

2/16/17 - Black History Family Night (All Content Areas) 5:30 – 7:00

3/30/17- Conference Night (3:00-6:00 PM)

5/9/17 – Daddy Daughter Night (5:30 – 7:00 PM)

Communication:

Broward Elementary will hold an annual Title 1 informational meeting, on August 22, 2016 @ 4:30-6:00, at Robles Park, where information will be presented about the Title 1 programs, curriculum, and academic assessments. Parents will learn about how to schedule conferences and opportunities for participation in their child's education. Parents will be given a copy of the parent handbook and be invited to visit their child's classrooms and meet staff. Parents that are unable to attend will receive an informational packet with all of the information presented. Teachers and the parent involvement liaison will maintain sign-in sheets and provide a copy to the assistant principal to place in the Title 1 T.A.S.K. box. Parent links, school newsletters, fliers and personal contact are ways that we get information out to parents about Broward Elementary events. The school will monitor the information that was provided to parents through surveys, attendance records and documentation of parent notification included in the Title 1 T.A.S.K. box.

Accessibility:

Flyers are sent in the native language of our second minority. ELL translators are available during conferences and parent and family nights. District forms and publications are provided in English and Spanish to parents as needed. Newsletters/Parent Link phone messages include a statement in the student's native language stating parents can come to the school for full translation of information. Individual meetings are scheduled for students with disabilities to address student needs through their I.E.P. In addition, if a parent needs assistance it is provided upon request. Also handicapped parking spaces are provided for stakeholders.

Discretionary Activities:

Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)].

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
Livingston, Angela	Principal
Henson, Troy	Assistant Principal

b. Duties

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

School Leadership Team

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math)
- ESE Resource Teacher
- AGP teacher
- SAC Chair
- ELP Coordinator
- ESOL Resource Teacher
- Media Specialist
- Speech Pathologist
- Teacher Leader

Elementary/Middle/High

The examples below demonstrate the shared roles and responsibilities for members of the School Leadership Team:

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

At the end and beginning of each year, schools take an inventory of resources, including materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Leadership Team:

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

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

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

- Supports school teams with creating, managing and updating the school's resource maps for

academic and non-academic areas.

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

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

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

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

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

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

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

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

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

Adult Education

NA

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lauren Hackey	Teacher
Maria Colon	Teacher
Jeanie Prewitt	Teacher
Courtney Murray	Parent
Angela Livingston	Principal
Erika Manz	Teacher
Rennex Franklin	Teacher
Timika Williams	Teacher
Tivona Hill	Parent
Patricia Hernandez	Parent
Sherry Manigo	Parent
Karima Rosemond Altidor	Parent
Taji Hannah	Parent
Denise Costantino	Teacher
	Student
Casey Graham	Teacher
	Student
Tim Mann	Business/Community
Ebony Sasser	Business/Community
	Student

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 all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

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.

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

will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

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

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.

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.

Our budget was \$758.00.

We spent \$447.00 on Student Incentives:

- Award Certificates (Assembly K-5)
- Positive Behavior Incentives

We spent \$311.00 on Instructional Materials:

- Supplemental instructional materials for any/all subject areas

Items were purchased from Oriental Trading and Office Depot.

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 continuing to recruit SAC members. Additional notifications have been sent home via the school newsletter and/or flyers.

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
Livingston, Angela	Principal
Henson, Troy	Assistant Principal

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

The LLT is a Leadership Team that provides leadership for the implementation of the goals, strategies, and actions steps related to reading, writing, math, science, and social studies related to our SIP goal. The LLT members are part of our LT.

LLT Members include:

Principal

Assistant Principal

Reading Coach

ESE Teacher

ELL Representative

Grade Level Representatives

The principal is the LLT (LT) 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 (LT) 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 (LT) members monitor reading/writing data, identify 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 Leadership Team's support plan. Additionally the principal ensures that time is provided for the LLT members and LT members 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, Leadership Team Meetings, PD, Faculty Meetings, Content Committees, Preplanning and ongoing team building activities.

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, LT Meetings, Faculty Meetings, and Content Committees 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, as well as, test 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 (unit assessments, informal assessments, iReady data, iStation data) to help drive continuous instruction that meets the needs of all students
- ? -Developing strategies and ideas to build on strengths and address weaknesses
- ? -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.

Interviewing Team utilizing scoring rubrics. While participating in Teacher Interview Day and Recruitment Fairs that occur in June under the oversight of Human Resources. All applicants must be pre-approved

by the District to attend these events.

Recruit and develop effective interns throughout the school year. Shadowing experiences in the classrooms for potential candidates.

SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. We support the EET process through consistent walkthroughs and immediate feedback. School-based PLCs and the District's Mentoring program for new teachers are essential strategies used 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.

We have a POWER 3 Teacher Leader provided by the district who also supports the teacher mentoring program through the EET initiative.

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-Rtl/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-Rtl/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 Rtl/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: After School Program

Minutes added to school year: 4,080

Additional Instruction in Reading, Math, and Science

Strategy Rationale

Increase the percentage of students proficient in reading, math and science.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Henson, Troy, troy.henson@sdhc.k12.fl.us

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

ELA- I-Ready progress reports, FAIR, ELA interim assessments-Data will be analyzed after each assessment in cooperation with district ELA team, state assessment data

Math- i-Ready progress reports, Analyzed District Formative Assessments, state assessment data

Science- analyzed district assessments, state assessments

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.

SEE: HCPS Pupil Progression Plan

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

School based Spring and Summer orientation programs include: elective fairs, school visits, open houses, parent and student information meetings, magnet information sessions and district Career and College Nights.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition into 9th grade, through vertical planning sessions with feeder school departments, ESE, ELL, AVID, and magnet articulation amongst schools.

Hillsborough County Public Schools offers numerous summer camp offerings, including AVID/GAP camps, IB camps, Transition, band and athletic camps.

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.

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

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

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.

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.

Points of Strength- ELA and Math Bottom Quartile gains

Areas of Need- 5th grade science, Teacher knowledge of grade level standards and effective instructional strategies for all levels of learners (meeting students at their readiness level), # of proficient students in ELA and Math

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.

ELA (Reading and Writing)- Teachers and staff are continuing to work collaboratively with each other to help fill in learning gaps through effective standard based planning, MTSS, lunch bunch groups, ELP, i-Ready intervention computer program, ERT(focused on intensive vocabulary and fluency), and guided reading groups (small group/one-on-one instruction with the teacher) working on specific reading/writing skills.

Math- 60% of 5th grade students, 39% of 4th grade students, and 51% of 3rd grade students are 1 or more grade levels below in their math concepts/standards mastery. Teachers and staff are continuing to work collaboratively with each other to help fill in learning gaps through effective standard based planning, MTSS, lunch bunch groups, ELP, i-Ready intervention computer program, and intervention groups within the math block (small group/one-on-one instruction with the teacher) working on specific math skills.

Science- Teachers, staff, and District Science Resource Teacher will continue to work collaboratively to ensure effective and consistent science instruction in all grade levels through planning and vertical PLCs. District Science Resource Teacher will work with science teachers to identify specific science standards to implement school-wide to increase science understanding and application of standards at all grade levels.

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.** Broward will create a positive and respectful school culture that puts students as the priority every day.
- G2.** Student engagement will increase in all content areas through effective planning and content delivery that is aligned with state standards.

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. Broward will create a positive and respectful school culture that puts students as the priority every day.

1a

 G085800

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	
School Climate Survey - Student	
School Climate Survey - Parent	

Targeted Barriers to Achieving the Goal 3

- Cultural background of staff and students; community and social economic factors

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community Partners
- Social Services Resources (school-based and district)
- Peer Mediation Program (school-based)
- Student Leadership & Mentoring Program (school-based)
- PAWS Expectations Schoolwide Behavior Plan
- PAWS-itive Character Education Program (school-based)

Plan to Monitor Progress Toward G1. 8

Data from school-developed surveys for all stakeholders; SCIP and Tell Survey data; student discipline data; data collected form monitoring of the program implementation; EET data (Domain 2)

Person Responsible

Angela Livingston

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Data collected from various sources

G2. Student engagement will increase in all content areas through effective planning and content delivery that is aligned with state standards. 1a

 G085801

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of content (years of experience) and lack of understanding of best practice lessons for core instruction.
- Student Achievement Gap

Resources Available to Help Reduce or Eliminate the Barriers 2

- Content Area Coaches
- EET Mentors/Peers
- Power 3 Teacher Leader
- District Academic Coaches

Plan to Monitor Progress Toward G2. 8

Student Engagement

Person Responsible

Angela Livingston

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Formal and informal student assessments, formative assessments, Easy CBM, FAIR-FS, iReady reports, IStation Reports, observation data, and student interactive/response journals.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Broward will create a positive and respectful school culture that puts students as the priority every day. **1**


 G085800

G1.B1 Cultural background of staff and students; community and social economic factors **2**

 B227966

G1.B1.S1 Goal-oriented Professional Development to develop an awareness of cultural diversity and strategies to enhance relationships between students/staff, student/student, parent/staff, and staff/staff.

4

 S240529

Strategy Rationale

Professional Development

Action Step 1 **5**

Embed professional development in staff PLCs, job embedded PD opportunities, and in family events to develop an overall awareness of cultural diversity to foster ongoing positive and respectful relationships.

Person Responsible

Angela Livingston

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

PD agendas and handouts; PLC agendas, minutes, and logs; data collected from surveys from all stakeholders; student discipline data

Action Step 2 **5**

Implement various programs (Leadership, Mentoring, Character Education, Peer Mediation, etc.) and monitor the fidelity to ensure positive and respectful relationships amongst all stakeholders.

Person Responsible

Angela Livingston

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Data collected from surveys from all stakeholders; student discipline data.

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

Professional Development and implementation of programs

Person Responsible

Angela Livingston

Schedule

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

Evidence of Completion

PD agendas and handouts; PLC agendas, minutes, and logs; data collected from surveys from all stakeholders; student discipline data

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

Evidence of positive and respectful relationships between student/staff, student/student, parent/staff, and staff/staff.

Person Responsible

Angela Livingston

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Data collected from surveys from all stakeholders; SCIP and Tell Survey Data; student discipline data; Open-House Feedback and on-going feedback from conference nights.

G2. Student engagement will increase in all content areas through effective planning and content delivery that is aligned with state standards. 1

 G085801

G2.B1 Teacher knowledge of content (years of experience) and lack of understanding of best practice lessons for core instruction. 2

 B227967

G2.B1.S1 Goal oriented planning with coaches 4

 S240530

Strategy Rationale

Facilitated planning

Action Step 1 5

Teachers will plan weekly for units of study through analyzing data (district assessments and unit assessments), then reviewing the Florida Standards Assessment item specifications.

Person Responsible

Angela Livingston

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Student interactive/response notebooks, rubric targets, lesson plans, all documents created by grade level teams, PLC logs/planning minutes, and informal/formal assessments.

Action Step 2 5

Content Area Coaches & Teacher Leader will facilitate weekly planning sessions focusing on creating student learning targets, implementing best practice and engagement strategies to ensure differentiation throughout content instructional block and MTSS.

Person Responsible

Angela Livingston

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Student interactive/response notebooks, rubric targets, lesson plans, all documents created by grade level teams, PLC logs/planning minutes, and informal/formal assessments.

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

Planning with Content Area Coaches

Person Responsible

Angela Livingston

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Student interactive/response notebooks, lesson plans, EQs posted, PLC logs/weekly planning minutes, observation data, and subject area walkthrough forms.

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

The subject area planning is positively impacting student achievement through the use of strategies within the classroom.

Person Responsible

Angela Livingston

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

1.) During Weekly Planning and Monthly PLCs data analysis (observation data and student assessments (formal/informal) will be used to measure effectiveness. 2.) Administration and District Walkthroughs, utilizing walkthrough forms that analyze teacher observables and student observables focusing on implementation of effective planning.

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

Use PLC discussions/reflection to implement effective instruction

Person Responsible

Angela Livingston

Schedule

Weekly, from 8/1/2016 to 5/26/2017


Evidence of Completion

During monthly PLCs the PLC logs/weekly planning minutes, data from assessments (formal/informal), student interactive/response notebooks, and observation data will be used to measure effectiveness.

G2.B2 Student Achievement Gap 2

 B227968

G2.B2.S1 Small Group Interventions 4

 S240531

Strategy Rationale

Facilitated Targeted Skill Group Weekly Planning

Action Step 1 5

The teachers will anticipate possible misconceptions through weekly planning and data analysis (based on each individual student) and incorporate into planning interventions.

Person Responsible

Angela Livingston

Schedule

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

Evidence of Completion

The PLC logs/weekly planning minutes, data from assessments (formal/informal), MTSS data, Easy CBM data, I-Ready ELA data, IReady Math planning component and reports, and observation data will be used to measure needed interventions.

Action Step 2 5

Content Area Coaches & Teacher Leader will guide implementation of interventions through subject area weekly planning.

Person Responsible

Angela Livingston

Schedule

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

Evidence of Completion

Weekly lesson plans, assessments (informal/formal), formative assessments, observations, student data tracking of trends, IReady ELA data, Easy CBM data, and IReady Math planning and reports.

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

Weekly Planning with Subject Area Coaches

Person Responsible

Angela Livingston

Schedule

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

Evidence of Completion

The PLC logs/weekly planning minutes, data from assessments (formal/informal), MTSS data, IReady Reading and IReady Math planning component, reports, and observation data will be used to measure needed interventions.

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

Use PLC, Leadership Team discussions, and data to monitor intervention effectiveness.

Person Responsible

Angela Livingston

Schedule




Monthly, from 8/2/2016 to 5/26/2017

Evidence of Completion

The PLC logs/weekly planning minutes, data from assessments (formal/informal), RTI data, IReady planning component and reports, and observation data will be used to measure needed interventions.

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 M319939	Data from school-developed surveys for all stakeholders; SCIP and Tell Survey data; student...	Livingston, Angela	8/1/2016	Data collected from various sources	5/26/2017 monthly
G2.MA1 M319945	Student Engagement	Livingston, Angela	8/1/2016	Formal and informal student assessments, formative assessments, Easy CBM, FAIR-FS, iReady reports, IStation Reports, observation data, and student interactive/response journals.	5/26/2017 monthly
G1.B1.S1.MA1 M319937	Evidence of positive and respectful relationships between student/staff, student/student,...	Livingston, Angela	8/1/2016	Data collected from surveys from all stakeholders; SCIP and Tell Survey Data; student discipline data; Open-House Feedback and on-going feedback from conference nights.	5/26/2017 monthly
G1.B1.S1.MA1 M319938	Professional Development and implementation of programs	Livingston, Angela	8/10/2016	PD agendas and handouts; PLC agendas, minutes, and logs; data collected from surveys from all stakeholders; student discipline data	5/26/2017 monthly
G1.B1.S1.A1 A311326	Embed professional development in staff PLCs, job embedded PD opportunities, and in family events...	Livingston, Angela	8/1/2016	PD agendas and handouts; PLC agendas, minutes, and logs; data collected from surveys from all stakeholders; student discipline data	5/26/2017 monthly
G1.B1.S1.A2 A311327	Implement various programs (Leadership, Mentoring, Character Education, Peer Mediation, etc.) and...	Livingston, Angela	8/1/2016	Data collected from surveys from all stakeholders; student discipline data.	5/26/2017 monthly
G2.B1.S1.MA1 M319940	The subject area planning is positively impacting student achievement through the use of strategies...	Livingston, Angela	8/1/2016	1.) During Weekly Planning and Monthly PLCs data analysis (observation data and student assessments (formal/informal) will be used to measure effectiveness. 2.) Administration and District Walkthroughs, utilizing walkthrough forms that analyze teacher observables and student observables focusing on implementation of effective planning.	5/26/2017 weekly
G2.B1.S1.MA5 M319941	Use PLC discussions/reflection to implement effective instruction	Livingston, Angela	8/1/2016	During monthly PLCs the PLC logs/ weekly planning minutes, data from assessments (formal/informal), student interactive/response notebooks, and observation data will be used to measure effectiveness.	5/26/2017 weekly
G2.B1.S1.MA1 M319942	Planning with Content Area Coaches	Livingston, Angela	8/1/2016	Student interactive/response notebooks, lesson plans, EQs posted, PLC logs/ weekly planning minutes, observation data, and subject area walkthrough forms.	5/26/2017 weekly
G2.B1.S1.A1 A311328	Teachers will plan weekly for units of study through analyzing data (district assessments and unit...	Livingston, Angela	8/1/2016	Student interactive/response notebooks, rubric targets, lesson plans, all documents created by grade level teams, PLC logs/planning minutes, and informal/formal assessments.	5/26/2017 weekly
G2.B1.S1.A2 A311329	Content Area Coaches & Teacher Leader will facilitate weekly planning sessions focusing on creating...	Livingston, Angela	8/1/2016	Student interactive/response notebooks, rubric targets, lesson plans, all documents created by grade level teams, PLC logs/planning minutes, and informal/formal assessments.	5/26/2017 weekly
G2.B2.S1.MA1 M319943	Use PLC, Leadership Team discussions, and data to monitor intervention effectiveness.	Livingston, Angela	8/2/2016	The PLC logs/weekly planning minutes, data from assessments (formal/informal), RTI data, IReady planning	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				component and reports, and observation data will be used to measure needed interventions.	
G2.B2.S1.MA1  M319944	Weekly Planning with Subject Area Coaches	Livingston, Angela	8/10/2016	The PLC logs/weekly planning minutes, data from assessments (formal/informal), MTSS data, IReady Reading and IReady Math planning component, reports, and observation data will be used to measure needed interventions.	5/26/2017 weekly
G2.B2.S1.A1  A311330	The teachers will anticipate possible misconceptions through weekly planning and data analysis...	Livingston, Angela	8/10/2016	The PLC logs/weekly planning minutes, data from assessments (formal/informal), MTSS data, Easy CBM data, I-Ready ELA data, IReady Math planning component and reports, and observation data will be used to measure needed interventions.	5/26/2017 weekly
G2.B2.S1.A2  A311331	Content Area Coaches & Teacher Leader will guide implementation of interventions through subject...	Livingston, Angela	8/10/2016	Weekly lesson plans, assessments (informal/formal), formative assessments, observations, student data tracking of trends, IReady ELA data, Easy CBM data, and IReady Math planning and reports.	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Broward will create a positive and respectful school culture that puts students as the priority every day.

G1.B1 Cultural background of staff and students; community and social economic factors

G1.B1.S1 Goal-oriented Professional Development to develop an awareness of cultural diversity and strategies to enhance relationships between students/staff, student/student, parent/staff, and staff/staff.

PD Opportunity 1

Embed professional development in staff PLCs, job embedded PD opportunities, and in family events to develop an overall awareness of cultural diversity to foster ongoing positive and respectful relationships.

Facilitator

Various Stakeholders (Staff, Parents, Community Members)

Participants

All staff, students, parent, and community members/partners

Schedule

Monthly, from 8/1/2016 to 5/26/2017

PD Opportunity 2

Implement various programs (Leadership, Mentoring, Character Education, Peer Mediation, etc.) and monitor the fidelity to ensure positive and respectful relationships amongst all stakeholders.

Facilitator

School Guidance Counselor, Behavior Specialist, Administration, Leadership Team, Classroom Teachers, Students, Parents, Community Partners

Participants

All staff, students, parent, and community members/partners

Schedule

Monthly, from 8/1/2016 to 5/26/2017

G2. Student engagement will increase in all content areas through effective planning and content delivery that is aligned with state standards.

G2.B1 Teacher knowledge of content (years of experience) and lack of understanding of best practice lessons for core instruction.

G2.B1.S1 Goal oriented planning with coaches

PD Opportunity 1

Teachers will plan weekly for units of study through analyzing data (district assessments and unit assessments), then reviewing the Florida Standards Assessment item specifications.

Facilitator

Content Area Coaches

Participants

Grade Level Math and ELA Teachers

Schedule

Weekly, from 8/1/2016 to 5/26/2017

PD Opportunity 2

Content Area Coaches & Teacher Leader will facilitate weekly planning sessions focusing on creating student learning targets, implementing best practice and engagement strategies to ensure differentiation throughout content instructional block and MTSS.

Facilitator

Content Area Coaches & Teacher Leader

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2016 to 5/26/2017

G2.B2 Student Achievement Gap

G2.B2.S1 Small Group Interventions

PD Opportunity 1

Content Area Coaches & Teacher Leader will guide implementation of interventions through subject area weekly planning.

Facilitator

Content Area Coaches, Teacher Leader

Participants

Instructional staff

Schedule

Weekly, 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.