

Hillsborough County Public Schools

Dover Elementary



2016-17 Schoolwide Improvement Plan

Dover Elementary

3035 NELSON AVE, Dover, FL 33527

[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	94%

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	11
Effective Leadership	11
Public and Collaborative Teaching	18
Ambitious Instruction and Learning	20
8-Step Planning and Problem Solving Implementation	25
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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 Dover Elementary

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Dover Dragons believe and achieve.

b. Provide the school's vision statement.

We will develop creative problem solvers and critical thinkers.

2. School Environment

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

Dover's high (99%) population of Hispanic free or reduced lunch students makes it incumbent on teachers to be aware of and respect our students' culture. The migrant advocate teachers and ELL Resource teacher and paraprofessionals share valuable pertinent information concerning our students needs and culture.

The Dover staff has participated in a book study on Jensen's Teaching with Poverty in Mind and Engaging Students with Poverty in Mind. Many teachers participate in after school activities such as the Fall Festival, c

Curriculum Nights, the annual Great Dover Clean-Up, Chorus Concerts, and PTA Family Movie Nights. Teachers build relationships through one-on-one conferencing and goal setting in all subject areas.

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

As a PBS school, we have created a positive behavior "GOAL" (Get ready to do your best; Respect others and objects; Act safely; Look, listen and learn,) that promotes a safe environment. School staff is actively and visibly involved in arrival, universal free breakfast, and dismissal. Both our Guidance Counselor and School Social Worker are easily available for student concerns. Request to see forms are available in all classrooms. The character of the month program recognizes individual students for being an example to other students of the current month's trait. The staff is required to participate in state abuse training and anti-bullying training. Deputy Chavez, our Community Resource Officer, also promotes campus safety and respect. In addition, the staff strives to establish a feeling of mutual trust and respect with our students.

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.

Dover has a Positive Behavior Committee to maintain a consistent school-wide behavioral system. PBS videos have been shown on the morning closed circuit news show. The reward system for positive behavior involves earning 40 Dover stamps on individual index cards. Our Character Education program lessons, through Core Essentials, relate directly to our Dover GOAL expectations. Teachers have attended CHAMPS district training to assist in developing a meaningful program that facilitates student engagement. Teachers new to the staff will attend district CHAMPS training. Administrative protocols for disciplinary incidents are in place and followed.

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.

The district Tardy Maintenance Policy requires the following:

If a student arrives to school after the tardy bell rings, he/she must sign in on the school's EASI sign in system. Printouts of the school's sign ins are vital documentation and MUST be signed by the staff member overseeing the system and retained as backup for audit purposes.

If a student arrives at school after the school day starts, but before the official attendance period, the student must sign in and receive a pass to class. No adjustment to the daily attendance is necessary as the student will be present for attendance collection. However, the student sign in must be completed for audit purposes.

If a student arrives at school, after the official attendance collection period, the student must sign in and the daily attendance status must be changed from "U" to "T" (excused tardy) or "N" (unexcused tardy.) The attendance status will be changed automatically if the sign in is created in the EASI system. If the sign in is created in the SAFENET system, the attendance status must be changed using the "Create Tardy" screen.

In order to implement the district policy, Dover's School Social Worker makes a home visit after five tardies and/or two consecutive days of absence. She works with parents to meet their needs to get students to school on time by doing the following:

Address situation specific needs such as providing families with alarm clocks or working with the Assistant Director of Transportation to find a safer bus stop in our rural area.

Send thank you notes during the year and gift cards at the end of the year to parents for making progress in getting their children to school on time.

Provide a Golden Ticket Award for students with perfect attendance and no tardies every nine weeks. Students receive treats for this accomplishment.

Provide short term incentive programs for chronically tardy students.

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 Instructional 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 Instructional Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Instructional 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	5	14	5	6	8	7	0	0	0	0	0	0	0	45
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
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	13	54	51	0	0	0	0	0	0	0	118

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	1	3	5	5	0	0	0	0	0	0	0	15

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.

Dover's business and community partners have been nominated and recognized in the district for their outstanding contributions to Dover. We have three churches, two high schools, and various community businesses that provide weekly volunteers; school supplies, clothing, household items, and food; Thanksgiving groceries; and Christmas gifts for our students. One church also joins our parents and students in our annual Great Dover Clean-up Day. Representatives from one of the churches, our San Jose Mission Catholic charities housing, and a local business serve on our School Advisory Council and provide valuable feedback. In addition, we provide SERVE volunteer training and an annual recognition event for those who support our school by volunteering or donating goods and services.

*See PIP

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
Fuentes, Karen	Assistant Principal
Forcucci, Kayla	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, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior team Representative/Behavior Specialist/Coach

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

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, 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 Problem Solving Leadership Team (PSLT):

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

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

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

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and

after school; Saturday Academies) that provide support to students in need of remediation of core skills.

- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

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

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

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

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

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

Services are provided through the district for educational materials and ELL district supported

services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

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

Adult Education

NA

Career and Technical Education

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

Job Training

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sue Rose	Teacher
Trisha Woods	Teacher
Kayla Forcucci	Principal
Karen Fuentes	Principal
Ruby McKenzie	Teacher
Alejandra Bueno	Parent
Maria Barrios	Business/Community
Elvia Avelino	Parent
Efrain Ponce	Parent
Yomi Solate	Business/Community
St. Andrews Representative	Business/Community
Karen Jackson	Teacher
Rosanna Mejia	Teacher
Madian Maquivar	Education Support Employee
Leticia Trejo	Parent

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.

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.

PIP Goals: \$50.00 A teacher provides child care during all SAC meetings in return for \$50.00 worth of classroom supplies. Parents have a safe environment for their children while they attend SAC meetings. \$50.00

G1.B1.S1: \$600.00 Three teacher mini-grants @ \$200.00 each will be chosen to improve student achievement or engagement.

G1.B1.S1: \$200.00 Positive Behavior Support student mystery events need funding.

G1.B2.S1: \$638.00 The gifted class surveyed all 2nd through 5th graders to develop a school wish list, empowering students to increase their perception of control. More books for the Media Center was at the top of the list and would also provide opportunities for increasing vocabulary.

TOTAL: \$1488.00

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

Yes

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

CHOOSE ONE OF THE FOLLOWING:

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

OR

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Woods, Trisha	Other
Terry, Ashley	Instructional Coach

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
Reading Resource Teachers
Writing Resource Teacher
AIS Teacher
ESE Teacher
ELL Representative
Grade Level Representatives

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

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

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: After School Program

Minutes added to school year: 2,880

The afterschool tutoring program provides support in reading and math. Students in grades K,1, 2, 3, 4, and 5 are invited to attend.

Strategy Rationale

Teachers are able to provide focused instruction that is based on data from formative assessments as well as classroom assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fuentes, Karen, karen.fuentes@hcps.net

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

Teacher created assessments and the results of formative assessments are used to determining the effectiveness of tutoring.

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 cam

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. We will increase student achievement by focusing on student engagement and rigorous vocabulary development.

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. We will increase student achievement by focusing on student engagement and rigorous vocabulary development. 1a

 G085804

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	41.0
Math Gains	41.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Need to implement and build upon professional development.
- Need to increase student acquisition and use of rigorous content vocabulary.
- Varying degrees of student engagement and use of PBS.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- District Professional Development
- District support
- Elements of Reading Series
- On site professional development

Plan to Monitor Progress Toward G1. 8

Increased student achievement in the EOR Vocabulary scores

Person Responsible

Kayla Forcucci

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Checklists and walk-through data

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. We will increase student achievement by focusing on student engagement and rigorous vocabulary development. **1**

 **G085804**

G1.B1 Need to implement and build upon professional development. **2**

 **B227973**

G1.B1.S1 Reflect on progress of and implement previous professional development. **4**

 **S240535**

Strategy Rationale

To decrease the barrier.

Action Step 1 **5**

Faculty will reflect on professional development and use Power 3 PAC to develop PD plan for current school year.

Person Responsible

Ashley Terry

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Sign in sheet

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

Principal will meet with Power3 Teacher Leader to reflect on staff recommendations and plan.

Person Responsible

Kayla Forcucci

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Meeting agenda and PAC plan

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

Principal will conduct walkthroughs using district checklist.

Person Responsible

Kayla Forcucci

Schedule

Monthly, from 8/22/2016 to 5/31/2017


Evidence of Completion

Principal will maintain copies of completed checklists.

G1.B2 Need to increase student acquisition and use of rigorous content vocabulary. 2

 B227974

G1.B2.S1 Students learn and use rigorous content area vocabulary. 4

 S240536

Strategy Rationale

To decrease the barrier.

Action Step 1 5

Instructional Coaches will guide content area facilitated planning.

Person Responsible

Trisha Woods

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Facilitated Planning Notes, Lesson Plans

Action Step 2 5

Instructional Coaches will provide coaching support to identified teachers.

Person Responsible

Kayla Forcucci

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Coaching logs, coaching notes, observed changes in instructional practice

Action Step 3 5

ILT facilitates PLCs to look at student work in order to identify student use of vocabulary.

Person Responsible

Kayla Forcucci

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

ILT agendas, PLC notes, LASW samples

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

All teachers will attend bi-weekly facilitated planning to determine and define content area aligned vocabulary as part of lesson planning.

Person Responsible

Trisha Woods

Schedule

Biweekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Facilitated Planning Notes

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

Instructional Coaches will guide content area facilitated planning.

Person Responsible

Kayla Forcucci

Schedule

Biweekly, from 8/31/2015 to 6/3/2016


Evidence of Completion

Observations, lesson plans, classroom vocabulary word walls, anchor charts

G1.B3 Varying degrees of student engagement and use of PBS. 2

 B227975

G1.B3.S1 Increase the use of positive reinforcement (PBS) to recognize student engagement. 4

 S240538

Strategy Rationale

To decrease the barrier.

Action Step 1 5

Teachers and students will know the school-wide behavior expectations of G.O.A.L.

Person Responsible

Karen Fuentes

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Observation of G.O.A.L. behaviors across the campus and in conversations.

Action Step 2 5

Staff will consistently use dragon stamps to reinforce positive behavior and student engagement.

Person Responsible

Karen Fuentes

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

School-wide use of GOAL expectations across the campus.

Person Responsible

Ashley Terry

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

GOAL posters, Dragon stamp cards, school-based incident communication forms

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

Increase in the number of classrooms implementing GOAL and using Dragon stamps

Person Responsible

Karen Fuentes

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Monthly stamp cards, GOAL expectations posted in classrooms, students ability to articulate expectations

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.B2.S1.MA1 M319956	Instructional Coaches will guide content area facilitated planning.	Forcucci, Kayla	8/31/2015	Observations, lesson plans, classroom vocabulary word walls, anchor charts	6/3/2016 biweekly
G1.B2.S1.MA1 M319957	All teachers will attend bi-weekly facilitated planning to determine and define content area...	Woods, Trisha	8/31/2015	Lesson Plans, Facilitated Planning Notes	6/10/2016 biweekly
G1.MA1 M319962	Increased student achievement in the EOR Vocabulary scores	Forcucci, Kayla	8/22/2016	Checklists and walk-through data	5/31/2017 monthly
G1.B1.S1.MA1 M319954	Principal will conduct walkthroughs using district checklist.	Forcucci, Kayla	8/22/2016	Principal will maintain copies of completed checklists.	5/31/2017 monthly
G1.B1.S1.MA1 M319955	Principal will meet with Power3 Teacher Leader to reflect on staff recommendations and plan.	Forcucci, Kayla	8/10/2016	Meeting agenda and PAC plan	5/31/2017 quarterly
G1.B1.S1.A1 A311339	Faculty will reflect on professional development and use Power 3 PAC to develop PD plan for current...	Terry, Ashley	8/10/2016	Sign in sheet	5/31/2017 quarterly
G1.B2.S1.A1 A311340	Instructional Coaches will guide content area facilitated planning.	Woods, Trisha	8/10/2016	Facilitated Planning Notes, Lesson Plans	5/31/2017 biweekly
G1.B2.S1.A2 A311341	Instructional Coaches will provide coaching support to identified teachers.	Forcucci, Kayla	8/10/2016	Coaching logs, coaching notes, observed changes in instructional practice	5/31/2017 every-3-weeks
G1.B2.S1.A3 A311342	ILT facilitates PLCs to look at student work in order to identify student use of vocabulary.	Forcucci, Kayla	8/10/2016	ILT agendas, PLC notes, LASW samples	5/31/2017 monthly
G1.B3.S1.MA1 M319960	Increase in the number of classrooms implementing GOAL and using Dragon stamps	Fuentes, Karen	8/10/2016	Monthly stamp cards, GOAL expectations posted in classrooms, students ability to articulate expectations	5/31/2017 monthly
G1.B3.S1.MA1 M319961	School-wide use of GOAL expectations across the campus.	Terry, Ashley	8/10/2016	GOAL posters, Dragon stamp cards, school-based incident communication forms	5/31/2017 biweekly
G1.B3.S1.A1 A311343	Teachers and students will know the school-wide behavior expectations of G.O.A.L.	Fuentes, Karen	8/10/2016	Observation of G.O.A.L. behaviors across the campus and in conversations.	5/31/2017 daily
G1.B3.S1.A2 A311344	Staff will consistently use dragon stamps to reinforce positive behavior and student engagement.	Fuentes, Karen	8/10/2016		5/31/2017 daily

V. Professional Development Opportunities

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

G1. We will increase student achievement by focusing on student engagement and rigorous vocabulary development.

G1.B1 Need to implement and build upon professional development.

G1.B1.S1 Reflect on progress of and implement previous professional development.

PD Opportunity 1

Faculty will reflect on professional development and use Power 3 PAC to develop PD plan for current school year.

Facilitator

Power 3 Teacher Leader

Participants

Dover Faculty

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

G1.B2 Need to increase student acquisition and use of rigorous content vocabulary.

G1.B2.S1 Students learn and use rigorous content area vocabulary.

PD Opportunity 1

Instructional Coaches will guide content area facilitated planning.

Facilitator

Janet Hoeksema, Sarah Schafer, Barbara Knox, Ashley Terry, Trisha Woods

Participants

Teachers

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

PD Opportunity 2

Instructional Coaches will provide coaching support to identified teachers.

Facilitator

Barbara Knox, Janet Hoeksema, Sarah Schafer, Ashley Terry, Trisha Woods

Participants

Teachers

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

G1.B3 Varying degrees of student engagement and use of PBS.

G1.B3.S1 Increase the use of positive reinforcement (PBS) to recognize student engagement.

PD Opportunity 1

Teachers and students will know the school-wide behavior expectations of G.O.A.L.

Facilitator

Bibiana Rosas, Guidance Counselor

Participants

Teachers, Paras, other support personnel

Schedule

Daily, from 8/10/2016 to 5/31/2017

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	Faculty will reflect on professional development and use Power 3 PAC to develop PD plan for current school year.	\$0.00
2	G1.B2.S1.A1	Instructional Coaches will guide content area facilitated planning.	\$0.00
3	G1.B2.S1.A2	Instructional Coaches will provide coaching support to identified teachers.	\$0.00
4	G1.B2.S1.A3	ILT facilitates PLCs to look at student work in order to identify student use of vocabulary.	\$0.00
5	G1.B3.S1.A1	Teachers and students will know the school-wide behavior expectations of G.O.A.L.	\$0.00
6	G1.B3.S1.A2	Staff will consistently use dragon stamps to reinforce positive behavior and student engagement.	\$0.00
Total:			\$0.00