James Elementary School

2016-17 Schoolwide Improvement Plan

James Elementary School

4302 E ELLICOTT ST, Tampa, FL 33610

[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	96%

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

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 James Elementary School

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.

Clemmie Ross James Academy will provide a safe nurturing environment that will instill social skills and academic excellence.

b. Provide the school's vision statement.

Clemmie Ross James Academy will empower today's students to become tomorrow's leaders.

2. School Environment

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

School Climate Perception Survey is completed by students and parents and then reviewed by the School Advisory Council.

• Standard I—Communicating
James Elementary will hold three Title I meetings during the months of August-October 2016. Parents will receive flyers/invitations regarding meeting times, dates & location. During the meetings parents will be provided with information concerning District, National, & State Title I policies. Packets will be sent home to parents who do not attend. We plan to ensure that all parents receive updated information throughout the school year.

• Standard II—Parenting
Our Parent Resource Area has current information and parent involvement materials for parents to utilize. The Parent Resource Area will house our school newsletter, parent involvement manuals, handouts, and hands-on activities. This resource area for parents will be available for parents during school hours. Parent materials and other resources will be updated regularly. The timeline for this to occur will be on-going throughout the school year.

• Standard VI—Collaborating with Community
*August- Title I Annual Meeting/Meet & Greet the Teachers- 2:30-3:30pm
*September- Grandparent Breakfast Program 8:30am-9:30am
*September- HeadStart Parent Meeting 8:30am
*September-Cub Scouts Parent Meeting 6:30pm
*September- Title I Annual Meeting/Open House/Single Gender/Curriculum & Assessment/PTA meeting-4:30-6:30pm
*September- SAC Meeting 5:00-6:00pm
*October- Hispanic Parent' Breakfast/ELL Program Requirements-8:30-10:00am
30am
*October- Title I Annual Meeting/October Literacy Festival-5:00-7:00pm
*October- Title I Meeting/Conference Night/Assessment & Curriculum Review/PTA Meeting 4:00-6:00pm
*November- Title I Meeting/ELL Parents Fall Meet & Greet-4:00-5:00pm
*November- Title I Meeting/Conference Night/Curriculum Updates-4:00-6:00pm
*November - Great American Teach-In/Community Business Partners 8:30am -3:30pm

*February- Title I Meeting/Conference/FCAT Family Night/Curriculum Updates-4:00-6:00pm
*April- Title I Meeting/Conference Night/Curriculum Updates-4:30-6:30pm
* April- SAC Meeting 5:00-6:00pm
*May- Multicultural Festival Family Event 9:00am-10:00am

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

School rules , agreed by faculty, are posted throughout the school and reinforced and taught to students consistenly. A charachter trait of the month is taught and emphasized each month. The school has established mentors for students to focus on social and emotional and communication skills. The Guidance Counsellor is available for students to meet with daily and she also leads a School Student Advisory Council, where students can air their concerns and aid in school improvement.

Before
Quiet activities should be provided for students arriving early and entering the classroom prior to the first bell. Those students eating breakfast at James should eat before coming to the classroom. Kindergarteners are the only grade level encouraged to go to class first to get their lunch passes. Once a child has entered the room, please do not allow him/her to leave without a hall pass or a "buddy".

The bell for pupils will ring at 7:40 a.m. Any pupil who is not in his/her classroom at 8:00 a.m. will be counted tardy. Patrols and late breakfast children are the only exception to the rule.

BREAKFAST/HALL DUTY GUIDELINES:
Breakfast
A. Students should be encouraged to:
1. wait quietly in line
2. enter kitchen area quietly
3. eat neatly, talk quietly, and display good manners-consideration for others
4. leave the cafeteria promptly, going directly to the classroom.

B. Duty hours: 7:15 – 7:45. Breakfast will not be served to adults after 7:15 a.m. Students may not pick up breakfast for adults.
C. At times, students will arrive to class with their breakfast. These children are not to:
1. Sit on the floor and eat
2. Stand and eat
3. Eat outside of the classroom
Students that come with their breakfast must be allowed to sit at their desk or an assigned sitting area in the room.

Halls
Staff members will be stationed throughout the halls. They encourage students to move along and report directly to the classroom. Once students enter their class, they should not leave – except to go to the Media Center, with a pass and a "buddy". At no time before or after school are children permitted to go to an employee's car to retrieve items.

SUPERVISION OF CHILDREN – PROVIDE DUE CARE
Supervision starts 30 minutes prior to the school's starting time or when the first school bus arrives,

whichever is earlier. Supervision is not provided after the last school bus leaves or after 25 minutes following dismissal for elementary schools and after 20 minutes following dismissal for secondary schools, whichever is later.

PATROLS
Only the principal or assistant principal can appoint or remove a patrol from duty. The teacher wishing this to occur should have worked with the sponsor prior to requesting this from the principal. Students must not be detained or kept from meetings called by the sponsors.

During
DURING SCHOOL HOURS
We are responsible for our students from 7:15 a.m. until 2:30 p.m. (Tues.- Fri.) and 7:15 a.m. until 1:30 p.m. on Mondays. Please be certain that during the day your students are supervised by an adult at all times. This means you are there to meet your students after they are dismissed from special services and lunch. Students tend to assume responsibility for themselves and to establish good habits in self-discipline, but the teacher's suggestions and directions should be available continuously. Those are attitudes, practices, and habits that a teacher helps his/her students attain.

STUDENT RESTROOMS
Students should be allowed to use the restroom when necessary. When there is not a restroom in the classroom, passes should be provided by the classroom teacher and students sent with a "buddy". Students must go to the restroom before lunch and before specials.

Not more than two students at a time should be out of the room with a bathroom pass. Teachers are reminded to forbid students from taking pencils or crayons with them to the restrooms.

PASSES and BUDDYS
All children should have passes and a "buddy" when they are in the hallways during the school day. If teachers, etc., see children in the halls without a pass or a "buddy", they are requested to send the child back to the teacher.

KEEPING CHILDREN AFTER SCHOOL
Special arrangements may be made for keeping children after school; however, this must be approved by the principal or assistant principal PRIOR to acquiring parental consent.

County policy states that the parents of students kept after school must be notified in advance. Students should not be kept after school without parent agreement for transportation. Any child kept after school is the responsibility of the teacher. These children must be supervised at all times. Do not keep children in excess of 30 minutes. It is best practice to keep two children at a time and leave your door open.

CHILDREN LEAVING THE SCHOOL
Once a child has arrived on the campus he/she is under our care and is not to leave without permission granted from the office. Anyone wishing to speak to any pupils or take children home during the day MUST come to the office. NEVER release a child to anyone without written permission from the office or a call from the intercom.

SUPERVISION OF FACULTY AND STAFF MEMBERS' CHILDREN
In order to be fair to all members of our faculty and staff, please have your children observe the following:

A. Children are to go to their class in the morning like all other children.

B. After school, children are to report immediately to their parent's room and be supervised.

C. Parents may go to the lounge and obtain drinks for their children, but the children are not to be by the mailboxes, in the lounge, or in the office waiting area.

D. Children may not attend faculty, grade, professional meetings, or any faculty social functions.

E. If a problem arises between your child and a James teacher, it should be reported to the principal immediately. If the problem cannot be resolved, consideration will go the James teacher and good faculty relations between teachers. You will need to consider removing your child from James rather than damaging your professional relationship with faculty members.

Parent -Teacher - Student Agreement 2016-2017

SCHOOL/TEACHER AGREEMENT
The entire school staff will share the responsibility for improved student achievement;
therefore, we will do the following:
• Hold regular parent/teacher conferences.
• Send frequent reports to parents on their child's progress.
• Provide opportunities for parents to volunteer and participate in their child's class and
observe classroom activities.
• Provide an environment conducive to learning.
• Respect the student, their parents and the diverse culture of the school.
Teacher Signature -- PARENT/GUARDIAN AGREEMENT
I want my child to reach his/her full academic potential, therefore,Iwill do the following to support my
child's learning:
• Have on-going communication with my child's school; including parent-teacher
conferences and volunteering in the classroom.
• Make sure that my child attends school regularly and is punctual.
• Support the school faculty and staff and respect the cultural differences of others.
• Provide a time and comfortable place for homework and check it regularly.
• Monitor television and movie viewing.
• Will help make positive use of extra curricula time.
Parent/Guardian Signature --- STUDENT AGREEMENT
It is important that I do my BEST; therefore I will do the following:
• Come to school each day prepared for learning.
• Know that Ican learn and I will learn.
• Be on time,with my homework completed, and have the supplies that Ineed.
• Always work to the best of my ability.
• Follow the rules of conduct at my school.
• Respect myself, other students, show consideration for cultural differences and my
school.

Student Signature ---

After
DISMISSAL
In order to insure the safety of our children as they are dismissed from school, the following
procedures will be followed:
All classroom teachers are to walk their students to the buses and place them on each bus. Teachers
are responsible for knowing the bus numbers/colors of their students.

A list of how your students go home should be listed for substitute teachers.
A.
Dismissal is as follows:
All students will be dismissed at 2:30 p.m (1:30 on Mondays). All teachers on each grade level are responsible for dismissing their students.

C. Day-care buses: Day-care students are to be escorted the front circle and placed on their designated day-care bus. Any problems with late pick-up should be reported to the assistant principal.

D. Car-riders: Students who are picked up by parents, are escorted to the West Parking Lot at dismissal time. Students are to sit by grade levels and are supervised by the assigned teachers. At 2:40, the students that have not been picked up will be brought to the office. On Mondays the students will be brought to the office 1:40.

E. Bus Duty Teacher will be responsible for signaling buses to depart

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.

I. PHILOSOPHY: James Elementary is dedicated to a philosophy of discipline that encourages all students to accept responsibility and demonstrate accountability for their behavior while respecting themselves as well as others. Our goal is to instill character, self-control, and integrity in our students in a safe and caring environment. Parents, students, teachers and staff together will create a supportive environment where discipline is practiced and learning in ongoing. At James we aim to produce life long successful members of society.

II. DEFINITION: This plan was created to provide assistance to teachers and staff as well as alleviate discipline concerns at James Elementary. The premise of this plan is based on a leveling system that is comprised of rewards and incentives geared to elicit desired behavior and positive attitudes from students.

III. STATEMENT OF INTENT: School wide procedures are appropriate for providing classrooms with a system that supports positive student behavior. It will provide consistent means throughout the school of measuring student's behavior and academic success through successful approximations.

IV. COMPONENTS:

1. School Wide Rules/Class Rules
2. Referral Procedures
V. Behavior Problem Solving/Troubleshooting

IV. COMPONENTS

COMPONENT 1
SCHOOL-WIDE AND CLASSROOM RULES

Rules:
• Follow directions
• Keep hands, feet, and objects to self

• Show respect for persons and property
• Use appropriate language for school
• Walk safely and quietly

COMPONENT 2
REFERRAL PROCEDURES

LEVELS OF MISCONDUCT:

Level 1:
Minor disruptions that should not warrant a referral
(Not limited to)

• Not having materials
• Not completing work
• Not completing homework
• Minor talking
• Chewing gum/candy
• Getting out of seat w/o permission
• Reading/working ahead

Level 2:
Disruptions that may or may not warrant a referral- depending on severity and/or frequency
(Not limited to)
• Dress code
• Disrespect
• Willful disobedience
• Minor stealing – ex. Taking a pencil
• Non-directed profanity
• Minor defiance
• Bullying

Level 3:
These behaviors should always warrant a referral (ZERO TOLERANCE)
(Not limited to)
• Fighting
• Weapons
• Drug possession
• Physical harm/threat of an employee
• Destruction of school property
• Directed profanity
• Bullying
• Harassment
• Aggressive behavior
• Extortion

**Severe- Any action by a student or students that compromise the learning environment of the other students.

Actions to take before a referral is written unless it is a zero tolerance offense:
• warning
• Conference with student

• Change seat
• Time out (in/out - classroom) time out = 1 minute per age year of the student – if student is 9, then 9 minutes of time out
• Contact parent
• Referred to Pupil Support Advisor or Guidance Counselor

Office Referral:
Office referrals are given for severe (Zero Tolerance) or repetitive infractions and are handled by Administration. Students are not to accompany their referral to the office. Referrals should be submitted at the end of the day. When the referral is handled, administration will call for the student. If the incident is severe, please call for immediate student removal. Consequences of an office referral may include but are not limited to the following:

• Parent contact
• Time out
• Detention
• Counseling with student
• Parent conference
• Suspension pending parent conference
• Monitoring behavior
• In-school suspension
• Out-of-school suspension
• Referral to STAT

V. Behavior Problem Solving/Troubleshooting

This section is a guide to assist in identifying elements that may have been overlooked while implementing the discipline plan. To ensure successful implementation try the following:

Make sure:
• Expectations are clear
• Procedures are clear
• There are high levels of supervision
• There is effective classroom management
• There is follow through
• Costly mistakes are avoided
• Instruction is effective
• Administration is supportive and consistent

DE-ESCALATING A SEVERE BEHAVIORAL INCIDENT

TO DE-ESCALATE A SEVERE BEHAVIORAL INCIDENT, SCHOOL PERSONNEL MUST BE ABLE TO RECOGNIZE THE CRISIS DEVELOPMENT LEVEL OF THE INCIDENT AS IT IS OCCURRING AND TO CHOOSE THE APPROPRIATE RESPONSE. THE CHOICE OF RESPONSE IS THE CRITICAL ELEMENT FOR DETERMINING WHETHER THE INCIDENT ESCALATES OR DE-ESCALATES. THROUGHOUT THE INCIDENT, SCHOOL PERSONNEL MUST BE IN CHARGE AND IN CONTROL, REMEMBERING THAT THEY ARE THE PERSONS TO BRING ORDER TO THE SITUATION.

DEVELOPING SEVERE BEHAVIORAL INCIDENTS MAY BE CHARACTERIZED INTO ONE OF FOUR CRISIS DEVELOPMENT LEVELS. THOSE LEVELS WITH SUGGESTED RESPONSES FOLLOW.

ANXIETY LEVEL
This level is exemplified by a noticeable changes in behavior from the ordinary, or by an unproductive, undirected expenditure of energy (i.e., tapping foot, moving back and forth).

APPROPRIATE RESPONSE:

1. Assume the supportive stance. Do not enter personal space.
2. Keep voice warm and caring.
3. Answer informational questions.
4. Show authentic concern.
5. Grant reasonable requests.
6. Maintain eye contact. Do not demand eye contact in return.

DEFENSIVE LEVEL
The anxious individual moves into the defensive level by questioning authority and refusing to follow directions. As the incident escalates, the individual often loses rationality. Following refusal to follow directions, the individual often releases built-up frustration by exploding into verbal ranting. Yelling and arguing are typical; statements of unfair treatment are common. This release of energy may be followed by attempts to intimidate staff with verbal and/or physical threats. As the incident escalates through the defensive level, the individual continues to lose rationality.

APPROPRIATE RESPONSE
1. Maintain the supportive stance. Do NOT enter personal space.
2. Change voice to businesslike tone; watch your cadence, volume, and intonation. Use firm, directive language.
3. Answer informational questions.
4. Redirect challenge questions.
5. Do NOT answer challenge questions.
6. Stay focused upon your request by setting limits.
7. Set limits, not ultimatums.
8. Set limits that are clear, concise, and enforceable; offer choices.
9. Request assistance at the first sign of verbal ranting or release.
10. Listen for kernels of truth if verbal ranting occurs.
11. Speak only at the "valley's" of verbal explosions. Do NOT attempt to out yell verbally exploding individual.
12. Watch nonverbal communication. Keep hands open, posture erect, feet apart.
13. Accept the possibility of truth if you are threatened. Believe that the individual intends to do what he/she says – this way you are prepared.
14. If you are threatened, set new limits that are concise and indicate choice. Communicate confidence through your voice; continue to watch your posture. Be ready to act!

ACTING OUT PERSON LEVEL
At this level the individual has lost rationality and has become combative and/or assault. Danger to self or others is very real at this point.

APPROPRIATE RESPONSE
1. Get help. (You should have already sent for assistance at the point of verbal release.)
2. Remove or move your audience.

3. Maintain distance; remember supportive stance.
4. Remove or move all potential weapons (i.e., chairs, staplers, scissors).
5. Use nonverbal communication. (Voice intonation, cadence, and volume along with open, non-threatening body language are primary message givers.)
6. If assaulted, use personal safety techniques learned in Nonviolent Crisis Intervention.
a. Use physical restraint only as a last resort and only as a team. Have at least one other adult present.
b. Use physical restraint for the safety of all and for the security of the individual.
c. Respond with the least amount of force necessary and only as long as needed.
d. Maintain focus upon the care, safety, security, and welfare of the individual and others who are involved in the incident.
7. Be on guard and ready to respond if the individual begins to act our unexpectedly.

TENSION REDUCTION LEVEL
All severe behavioral incidents reach this level. Regardless of age, sex or size, all individuals reach a point where their expenditure of energy maximizes and tension reduction follows. At this level, muscles relax, breathing slows, the head often drops, and rationality is regained. The individual may experience momentary memory loss. Overall, there is a quieting and relaxing of physical expressions.

APPROPRIATE RESPONSE
1. Begin therapeutic rapport. Slowly move the individual to a non-restraint situation.
2. Move the individual to a quiet, private location if possible.
3. Discuss the events that just occurred in a warm, reassuring manner. Do NOT sound forgiving or apologetic.
4. Objectively state the facts that occurred. Do not deal in emotions or feelings.
5. State the consequences.
6. State who will be informed and what you intend to do.
7. Seek who will be informed and what you intend to do.
8. Check comprehension. Ask the individual to paraphrase what you have said.
9. Do everything you said you would do.
11 Ways to Maintain Classroom Civility
Helping students to govern their own behavior in ways that also help them learn is a long-standing goal of all teachers. There are a number of ways in which a teacher can promote good discipline.

1. Be Friendly. Be the kind of person children like and trust; be firm, fair, friendly, courteous, enthusiastic, confident; keep your sense of humor.

2. Keep your classroom orderly. A disorderly one might encourage disruptive behavior.

3. Get to know your students. You will soon develop almost a sixth sense for anticipating trouble before it begins. Don't act as though you expect trouble or you will almost certainly encounter some.

4. Make learning fun. Make education interesting, and relevant to the students' lives. Poor planning and full curriculum can provoke disruption.

5. Don't use threats to enforce discipline. Never humiliate a child.

6. Avoid arguing with students. Discussions about class work are invaluable, but arguments are emotional encounters that are unlikely to be productive.

7. Let the students know you care. Determine jointly with the class what is acceptable in terms of behavior and achievement and what is not. Show interest in what students say.

8. Keep rules simple. Establish as few classroom rules as possible, and keep them simple.

9. Give reasonable assignments. Don't use schoolwork as punishment. Be sure you give clear directions.

10. Use the LEAST approach. When students do disrupt learning employ the LEAST approach to discipline.

* Leave things alone when a brief and minor disturbance occurs with no danger of its continuing or interrupting learning. However, be aware of what's going on.

* End the action indirectly when learning is disrupted or someone may get hurt. Let the student or students involved know you're aware of what's going on through expression or quiet action.

*Attend more fully when a high level of emotion is evident. Ask the disruptive student(s) what's going on and respond appropriately.

*Spell out directions when a situation threatens to get out of hand, making learning impossible or risking harm to someone. Explain to the students involved the consequences of their actions and let them know you will follow through.

*Track student progress by keeping a record of behavior. This is a way of checking out the effectiveness of your discipline methods.

11. Be fair to your students. Here are some ways to help you win the respect of our students.

*Be consistent in application of discipline and just in your requirements and assignments.

*Don't refuse to let a student tell you his or her side of the situation. Be willing to consider mitigating circumstances.

*Don't talk about the misdeeds of students except to those who have a right to know. Don't openly compare one pupil to another.

*Apologize if you've treated a student unjustly.

*Make sure punishments are appropriate for the misbehavior, and explain to the student why he or she is being punished.

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.

Tardy Policy

A student is tardy when he/she arrives at 8:00 a.m. or later. A student who is tardy to school must be accompanied by an adult and be signed in at the Main Office.

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

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

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

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

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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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.

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

BASELINE & YEAR DISTRICT ASSESSMENTS: SchoolCity; Leadership Team/PLCs/Individual teachers.

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

SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): SchoolCity, 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: Viewpoint (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	18	37	33	22	18	11	0	0	0	0	0	0	0	139
One or more suspensions	0	5	19	16	10	10	0	0	0	0	0	0	0	60
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	16	52	39	0	0	0	0	0	0	0	107

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	6	11	16	12	0	0	0	0	0	0	0	46

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

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

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:
• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Create, manage and update the school resource map
• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.

• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
• Strengthen the Tier 1 (core curriculum) instruction through the:
o Implementation and support of PLCs
o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 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.

James reaches out to local businesses to partner and sponsor events and resources to support student achievement.

We have built a relationship with the following community partners

Smoothie king- brings smoothies for students- for student attendance

Golden corral- meal certificate for students- for student achievement

BJ's - meal certificate for students- for student achievement

Pizza Hut- pizza certificate- for students reading incentive

McDonalds- to hold math night as well as Tivitz tournament, donations for Saturday school

Publix and Winn-Dixie- gift cards for Family Night

Idlewild Baptist Church- monthly coffee cart- for teacher appreciation, donations

Walmart- donations of school supplies

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
Fitzpatrick, Debra	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

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

In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for

core instruction. The process is outlined below:

o Analyze student outcomes and make data-driven decisions:

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 (identify root causes and barriers to success).

o Develop and target interventions based on confirmed hypotheses.

o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/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, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation 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?

At the end and beginning of each year, schools take an inventory of resource 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.

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
Debra Fitzpatrick	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

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.

b. Development of this school improvement plan

IIn 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.

Increase parent involvement in students' learning to increase performance with all students. Incentives to increase participation and resources for October Literacy Night. The resources will

include materials and take home materials for families to work with their students with to increase reading performance. $247

Student achievement and data gains will increase through rigorous differentiated instruction, aligned with grade level and content area standards.

Math Bowl competition registration to increase students math problem solving skills and to increase math performance by engaging them in competition. $250
Student achievement and data gains will increase through rigorous differentiated instruction, aligned with grade level and content area standards.

Teacher mini-grants to improve instruction in the classroom by providing monies to purchase material that will support learning goals. $449

Increase parent involvement in students' learning to increase performance with all students. Incentives to increase participation and resources for Math and Science "SMATH" Night. The resources will include materials and take home materials for families to work with their students with math and science to increase performance. $337
Final Amount Spent
$1283.00

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

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Fitzpatrick, Debra	Principal

b. Duties

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

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:

Principal
Assistant Principal
Reading Coach/Resource Teacher
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. § 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-Rt/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 Certfications, Magnet Programs, credit recovery, and extended year programs.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Additional instruction in reading as required by statute

Strategy Rationale

School's inclusion in the Low 300

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fitzpatrick, Debra, debra.fitzpatrick@hcps.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Providing a learning environment that will encourage active learning, positive social interactions, self-motivation, and character building.

G2. Student engagement and data gains will increase through rigorous differentiated instruction, aligned to the depth of grade level and content area 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. Providing a learning environment that will encourage active learning, positive social interactions, self-motivation, and character building. `1a`

🔍 G085829

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Student	90.0
One or More Suspensions	9.0
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal `3`

- Students feeling safe and valued on campus and within the classroom.

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

- Guidance counselor, safety officer, administration, parent involvement, student council, mentoring program, social and emotional program.

Plan to Monitor Progress Toward G1. `8`

Increase in student climate and perception survey data.

Person Responsible
Rosemarie Manhertz

Schedule
On 1/8/2017

Evidence of Completion
Student climate and perception survey data will improve from previous year.

Plan to Monitor Progress Toward G1. `8`

Reduction in the percentage of behavior referrals based on previous year's data.

Person Responsible
Jason Rabe

Schedule
Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion
The percentage of behavior referrals will decrease from previous year's data.

G2. Student engagement and data gains will increase through rigorous differentiated instruction, aligned to the depth of grade level and content area standards. `1a`

🔍 G085830

Targets Supported `1b`

Indicator	Annual Target
Math Gains	41.0
FCAT 2.0 Science Proficiency	41.0
FSA ELA Achievement	41.0
FSA Mathematics Achievement	41.0

Targeted Barriers to Achieving the Goal `3`

- Designing differentiated instruction: Due to content knowledge and instructional delivery strategies of teachers.

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

- Grade level planning, content based training, instructional delivery strategies training, grade level PLC's, faculty PLC's

Plan to Monitor Progress Toward G2. `8`

District math Formative Assessments

Person Responsible

Debra Fitzpatrick

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

District math Formative Assessments will be monitored throughout the year to determine if differentiated instruction is increasing student performance.

Plan to Monitor Progress Toward G2. `8`

District science Formative Assessments

Person Responsible

Debra Fitzpatrick

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

District science Formative Assessments will be monitored throughout the year to determine if differentiated instruction is increasing student performance.

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. Providing a learning environment that will encourage active learning, positive social interactions, self-motivation, and character building. `1`

🔑 G085829

G1.B1 Students feeling safe and valued on campus and within the classroom. `2`

🔑 B228052

G1.B1.S1 School wide procedures and behavior plan. `4`

🔑 S240616

Strategy Rationale

Students are taught how to interact in social settings within the classroom as well as in the hallways and cafeteria.

Action Step 1 `5`

Develop and implement school wide procedures and behavior.

Person Responsible

Debra Fitzpatrick

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Reduced number of behavior referrals, increased student perception surveys

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

Administration will oversee implementation of school wide procedures.

Person Responsible

Debra Fitzpatrick

Schedule

Weekly, from 8/10/2016 to 6/5/2017

Evidence of Completion

Walkthrough data will show evidence of program implementation as well as referral data.

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

Increase in student climate and perception survey data.

Person Responsible

Rosemarie Manhertz

Schedule

On 1/31/2017

Evidence of Completion

Student climate and perception survey data will improve from previous year.

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

Reducing the number of behavior referrals.

Person Responsible

Jason Rabe

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

The reduction of behavior referrals based on submitted behavior referrals.

G1.B1.S2 Implement Social and emotional learning program. 4

🔑 S240617

Strategy Rationale

To reduce misbehavior that may result in a behavior referral. Students are taught how feelings differ and how to respond in difficult situations.

Action Step 1 5

Implement the Framework's PATH social and emotional learning program.

Person Responsible

Jason Rabe

Schedule

Weekly, from 8/3/2016 to 6/1/2017

Evidence of Completion

Daily walkthroughs will show teachers implementing the PATH's learning program and its components.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Daily walkthroughs will be conducted to monitor the implementation of the program components.

Person Responsible

Debra Fitzpatrick

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Within the daily walkthrough form administration will be looking for the implementation and indicators of the PATH's program materials.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration will monitor the number of behavior referrals reported.

Person Responsible

Jason Rabe

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Comparing the number of referrals to previous year's referrals, the evidence should prove a reduction of student behavior referrals.

G2. Student engagement and data gains will increase through rigorous differentiated instruction, aligned to the depth of grade level and content area standards. 1

🔑 G085830

G2.B1 Designing differentiated instruction: Due to content knowledge and instructional delivery strategies of teachers. 2

🔑 B228053

G2.B1.S1 Offer content training and instructional delivery strategies training at school site and/or during school hours (i.e. faculty meetings, early release days). 4

🔑 S240618

Strategy Rationale

Make training more accessible for teachers.

Action Step 1 5

Offer content training and teacher delivery strategies at school site and/or during school hours.

Person Responsible

Debra Fitzpatrick

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Sign-in sheets signed by participants at training.

Action Step 2 5

Develop professional development calendar.

Person Responsible

Debra Fitzpatrick

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

A completed professional development calendar accessible to the staff.

Action Step 3 `5`

On site and district academic coaches will support teachers in implementation of content training.

Person Responsible

Debra Fitzpatrick

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Academic coaching logs and feedback recorded and reviewed by administration.

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

Administrative oversight of content development training based on school-wide teacher and student data.

Person Responsible

Debra Fitzpatrick

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Administrators will monitor the training offered based on school

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

Teacher attendance in content and instructional delivery strategy training.

Person Responsible

Debra Fitzpatrick

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Administration will monitor the attendance of teachers at content training and instructional delivery trainings through sign-in sheets and teacher professional development logs.

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

Administrative monitoring of grade level PLCs and planning sessions.

Person Responsible

Debra Fitzpatrick

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Informal observation and walkthrough data that shows incorporation of content training within lesson plan development in PLCs and planning sessions.

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

Observe the design and delivery of effective differentiated instruction.

Person Responsible

Debra Fitzpatrick

Schedule

Daily, from 9/1/2016 to 6/1/2017

Evidence of Completion

Walkthrough data will show an increase in content and pedegogy by use of content area walkthrough forms.

G2.B1.S2 Invite science academic coach to support and deliver training to staff. 4

🔑 S240619

Strategy Rationale

Invite a knowledgeable resource because we do not have a science resource teacher currently.

Action Step 1 5

Develop science on-site training calendar with science academic coach facilitators

Person Responsible

Debra Fitzpatrick

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Completed academic calendar with science training.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plans and walkthroughs will demonstrate the use of instructional strategies gained from training.

Person Responsible

Debra Fitzpatrick

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, formal and informal observations of the strategies using science walkthrough form.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Improved science unit assessments

Person Responsible

Debra Fitzpatrick

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Improved science unit assessments compared with previous year's assessments

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					
G2.B1.S2.MA1 M320143	Lesson plans and walkthroughs will demonstrate the use of instructional strategies gained from...	Fitzpatrick, Debra	8/24/2015	Lesson plans, formal and informal observations of the strategies using science walkthrough form.	6/10/2016 weekly
G1.MA1 M320136	Increase in student climate and perception survey data.	Manhertz, Rosemarie	10/1/2016	Student climate and perception survey data will improve from previous year.	1/8/2017 one-time
G1.B1.S1.MA1 M320131	Increase in student climate and perception survey data.	Manhertz, Rosemarie	10/1/2016	Student climate and perception survey data will improve from previous year.	1/31/2017 one-time
G1.MA2 M320137	Reduction in the percentage of behavior referrals based on previous year's data.	Rabe, Jason	8/10/2016	The percentage of behavior referrals will decrease from previous year's data.	6/1/2017 monthly
G2.MA1 M320144	District math Formative Assessments	Fitzpatrick, Debra	8/10/2016	District math Formative Assessments will be monitored throughout the year to determine if differentiated instruction is increasing student performance.	6/1/2017 quarterly
G2.MA2 M320145	District science Formative Assessments	Fitzpatrick, Debra	8/10/2016	District science Formative Assessments will be monitored throughout the year to determine if differentiated instruction is increasing student performance.	6/1/2017 quarterly
G1.B1.S1.MA3 M320132	Reducing the number of behavior referrals.	Rabe, Jason	8/10/2016	The reduction of behavior referrals based on submitted behavior referrals.	6/1/2017 weekly
G1.B1.S1.A1 A311465	Develop and implement school wide procedures and behavior.	Fitzpatrick, Debra	8/10/2016	Reduced number of behavior referrals, increased student perception surveys	6/1/2017 daily
G2.B1.S1.MA1 M320138	Observe the design and delivery of effective differentiated instruction.	Fitzpatrick, Debra	9/1/2016	Walkthrough data will show an increase in content and pedagogy by use of content area walkthrough forms.	6/1/2017 daily
G2.B1.S1.MA1 M320139	Administrative oversight of content development training based on school-wide teacher and student...	Fitzpatrick, Debra	8/10/2016	Administrators will monitor the training offered based on school	6/1/2017 weekly
G2.B1.S1.MA2 M320140	Teacher attendance in content and instructional delivery strategy training.	Fitzpatrick, Debra	8/10/2016	Administration will monitor the attendance of teachers at content training and instructional delivery trainings through sign-in sheets and teacher professional development logs.	6/1/2017 quarterly
G2.B1.S1.MA3 M320141	Administrative monitoring of grade level PLCs and planning sessions.	Fitzpatrick, Debra	8/10/2016	Informal observation and walkthrough data that shows incorporation of content training within lesson plan development in PLCs and planning sessions.	6/1/2017 weekly
G2.B1.S1.A1 A311467	Offer content training and teacher delivery strategies at school site and/or during school hours.	Fitzpatrick, Debra	8/10/2016	Sign-in sheets signed by participants at training.	6/1/2017 monthly
G2.B1.S1.A2 A311468	Develop professional development calendar.	Fitzpatrick, Debra	8/10/2016	A completed professional development calendar accessible to the staff.	6/1/2017 monthly
G2.B1.S1.A3 A311469	On site and district academic coaches will support teachers in implementation of content training.	Fitzpatrick, Debra	9/1/2016	Academic coaching logs and feedback recorded and reviewed by administration.	6/1/2017 monthly
G1.B1.S2.MA1 M320134	Administration will monitor the number of behavior referrals reported.	Rabe, Jason	8/10/2016	Comparing the number of referrals to previous year's referrals, the evidence should prove a reduction of student behavior referrals.	6/1/2017 monthly
G1.B1.S2.MA1 M320135	Daily walkthroughs will be conducted to monitor the implementation of the program components.	Fitzpatrick, Debra	8/10/2016	Within the daily walkthrough form administration will be looking for the implementation and indicators of the PATH's program materials.	6/1/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 🔑 A311466	Implement the Framework's PATH social and emotional learning program.	Rabe, Jason	8/3/2016	Daily walkthroughs will show teachers implementing the PATH's learning program and its components.	6/1/2017 weekly
G2.B1.S2.MA1 🔑 M320142	Improved science unit assessments	Fitzpatrick, Debra	8/10/2016	Improved science unit assessments compared with previous year's assessments	6/1/2017 weekly
G2.B1.S2.A1 🔑 A311470	Develop science on-site training calendar with science academic coach facilitators	Fitzpatrick, Debra	8/10/2016	Completed academic calendar with science training.	6/1/2017 monthly
G1.B1.S1.MA1 🔑 M320133	Administration will oversee implementation of school wide procedures.	Fitzpatrick, Debra	8/10/2016	Walkthrough data will show evidence of program implementation as well as referral data.	6/5/2017 weekly

V. Professional Development Opportunities

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

G1. Providing a learning environment that will encourage active learning, positive social interactions, self-motivation, and character building.

G1.B1 Students feeling safe and valued on campus and within the classroom.

G1.B1.S2 Implement Social and emotional learning program.

PD Opportunity 1

Implement the Framework's PATH social and emotional learning program.

Facilitator

Jason Rabe

Participants

All instructional staff

Schedule

Weekly, from 8/3/2016 to 6/1/2017

G2. Student engagement and data gains will increase through rigorous differentiated instruction, aligned to the depth of grade level and content area standards.

G2.B1 Designing differentiated instruction: Due to content knowledge and instructional delivery strategies of teachers.

G2.B1.S1 Offer content training and instructional delivery strategies training at school site and/or during school hours (i.e. faculty meetings, early release days).

PD Opportunity 1

Offer content training and teacher delivery strategies at school site and/or during school hours.

Facilitator

Debra Fitzpatrick

Participants

All staff members

Schedule

Monthly, from 8/10/2016 to 6/1/2017

G2.B1.S2 Invite science academic coach to support and deliver training to staff.

PD Opportunity 1

Develop science on-site training calendar with science academic coach facilitators

Facilitator

Debra Fitzpatrick

Participants

all staff members

Schedule

Monthly, from 8/10/2016 to 6/1/2017

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	Develop and implement school wide procedures and behavior.	$0.00
2	G1.B1.S2.A1	Implement the Framework's PATH social and emotional learning program.	$0.00
3	G2.B1.S1.A1	Offer content training and teacher delivery strategies at school site and/or during school hours.	$0.00
4	G2.B1.S1.A2	Develop professional development calendar.	$0.00
5	G2.B1.S1.A3	On site and district academic coaches will support teachers in implementation of content training.	$0.00
6	G2.B1.S2.A1	Develop science on-site training calendar with science academic coach facilitators	$0.00
		Total:	$0.00