

Mort Elementary School



2017-18 Schoolwide Improvement Plan

Mort Elementary School

1806 E BEARSS AVE, Tampa, FL 33613

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Mort Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

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

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

2. School Environment

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

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

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

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

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

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

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

What's the purpose of the House?

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

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

Students can earn a total of 7 points a day in the following areas: which includes ELL and ESE pullouts and push-ins. (-Math -Science -Reading -Writing - MTSS(lab) -Specials -Lunch)

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

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

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

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

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

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

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

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

Announcement of the winning house will be made during the pep rally that's once a month. Following the pep rally, the house with the most points will celebrate their success with a huge group activity.

The celebrations can range from a Pizza party, Dance party, Snow Cone celebration, and or a trip off campus.

Mort's 22 essentials for success are important tools that will further enhance the lives of our students. The expectations are not only preparing students for Mort but are preparing them for LIFE. As teachers are assigning students points for the day they can also keep a track of the points so they can be used to reflect on the report card. For example, Stephaun Brown never earns his points for ELA because he misses Essentials 10 and 9. The teacher should follow up with Stephaun concerning his behaviors and his report card should reflect a "needs improvement" in the related areas.

Each homeroom class will spend time going over each essential, either during morning meeting or after noon meetings. Each house meeting will address the character words of the month which all address and relate to the essentials.

Tardy Policy

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

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

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

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

An excused sign-in includes:

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

Unexcused sign-ins include the following:

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

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

- Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction

and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

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

- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
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)

- Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

- Develop and test hypotheses about why student/school problems are occurring (changeable barriers).

- Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.

- 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.

- Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).

- 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).

Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Early warning indicators include:

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

One or more suspension (in or out of school)

Excessive tardies (5 or more per grading period)

ELA/Math course failure

Early warning system data can come from the following sources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on

Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.

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

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

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

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

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

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

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

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

The purpose of the core Leadership Team is to:

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

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

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

- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - 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)
 - 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)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parent Involvement Plan Uploaded For Title One

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

Mort Elementary, a community school, have partnered with numerous local businesses/ organizations to assist with implementing several new programs/ supports for our students and families. These programs are aimed to elevate the community through increased exposure to educational resources, nutritional services, and physical and psychological services. The administration and its leadership team have met

with key people in the organizations to create a list of volunteer opportunities. We have numerous volunteers from several local businesses and organizations that are donating their time for a variety of services to our staff and students. Our plan is to communicate through emails, phones calls, and meetings in order to develop meaningful projects, services, and programs to support our school, increase student achievement, and provide aid to our local community.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Johnson, Woodland	Principal

b. Duties

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

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

Use the problem solving model to:

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

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

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

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

The Problem Solving Team along with the faculty and SAC were involved in the School Improvement Plan development activities that were conducted prior to school being out for the 16-17 school year and during preplanning for 17-18.

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

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

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

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

We also have a Teacher Leader and two Teacher Talent Developer (TTD) positions.

HCPS Efforts to Recruit and Retain Effective Leaders: We are investing in the future by investing in school leaders. Our principals and assistant principals have a broad impact on our schools, our students and our community. By investing in our principals, we are investing in our children and our community. Strong leaders form the foundation of our schools and ultimately impact the success of both our teachers and our students. We have following programs in place:

Hillsborough Principal Pipeline: Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other's leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. A principal coach, a veteran principal with a track record of success, is assigned to support all new school principals. A principal coach will also be assigned to support principals at turnaround schools.

Recruiting Leaders for Turnaround Schools: The purpose of this program is to recruit aspiring administrators to teach in high-need schools while earning their Master's Degree in Educational Leadership. These aspiring leaders will develop their capacity to lead in a high-need school thru reflecting on and studying effective practices in turnaround schools. Upon completion of their Master's Degree and the Future Leaders Academy, leaders will begin their assistant principal career with a highly effective principal in a less-demanding school and then move to a high-need school after serving a minimum of 2 years in an entry level assistant principal position.

The Master's in Educational Leadership program at University of Tampa and Hillsborough County Public Schools are partnering together to prepare instructional staff for leadership in high-need schools. One of the many benefits of this dedicated course of study is the specific foci within each course on the complex nature of leadership in high-need schools. As a part of the district's Turnaround Leadership Pipeline, we will be seeking diverse cohorts of experienced teachers to aggressively prepare to lead in a high-need school.

Educational Specialist Degree in Educational Leadership with Emphasis on Leadership in Turnaround Schools: The Educational Leadership and Policy Studies Department at USF and Hillsborough County Public Schools have been partnering together for a few years through our partnership with the Wallace Foundation to prepare administrators for leadership in turnaround schools. As a part of the district's Turnaround Leadership Pathway, we will be seeking diverse cohorts of experienced leaders who have completed Preparing New Principals to pursue the Educational Specialist degree in Turnaround Leadership.

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

The purpose of the MTSS team and SIP Team in our school is to provide high quality instruction/ intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The team functions to address the progress of low performing students and help to all students stay in a regular education setting and improve long-term outcomes. The team uses a problem-solving model and all decisions are made with data.

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support

through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title II

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

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners Supplemental Academic Instruction (SAI)

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Membership is documented through the Office of School Improvement	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed. Our leadership team also met with subject area teams to create action plans with specific goals, strategies, and progress monitoring tools.

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

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

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

Yes

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

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Johnson, Woodland	Principal

b. Duties

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

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

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 most essential component to an effective school is the quality of the personnel and their effectiveness. The Human Resources Department is a crucial part of supporting our schools, both through their recruitment efforts and their individualized support of each school. Each of the turnaround schools is assigned an HR partner to ensure that all personnel are highly qualified and that teachers retained or assigned to the site exhibit practice that results in effective/highly effective evaluation scores.

Hillsborough County Public Schools (HCPS) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential, controllable factor affecting student achievement. Our goal is to promote effective teaching in every classroom. We intend to elevate the teaching profession by supporting teachers' professional development and helping teachers excel as professionals. We believe that by helping teachers excel, students will achieve more; and when students

achieve more, our entire community benefits.

We will support teacher development in two main ways: Job-embedded Professional Development and Evaluation.

Job-embedded Professional Development: The evaluation process is both formative and summative. Through classroom observations, administrators can help teachers identify areas to reinforce in order to improve practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the school level to help identify systemic gaps and needs, and to support and drive school improvement planning.

Evaluation: The evaluation of teacher performance is based on multiple measures of effectiveness:

- a. Principal / School Administrator
- b. Student Achievement Data -

By considering input from student achievement data and observations, we gain a more comprehensive picture of a teachers practice. We can, therefore, achieve a fair and substantive evaluation. We can also improve our ability as a district to support our students' growth by capturing and implementing best practices from outstanding teachers.

Efforts to Recruit Teachers for Turnaround Schools

HCPS recognizes that teachers have more influence on student learning than any other school factor, followed by the leader. For years, high-need schools have struggled to attract and retain experienced personnel with proven records of success. In an effort to increase recruitment and retention rates in high-need schools, HCPS leadership will give priority to personnel who have successful experiences in high-need schools once they express interest in advancing through the Hillsborough Principal Pipeline as well as when they seek district or school administrative positions. The Turnaround Leadership Pathways (TLP) has established guidelines, with the express purpose of recruiting aspiring administrators to teach in high-need schools, providing them the opportunity to develop their capacity to lead by learning on-the-ground in turnaround schools. Empowering teachers as leaders is essential to motivating and retaining veteran teachers (Vanderhye, 2015). The TLP is one way in which the district has focused efforts on recruiting highly effective teachers to high needs schools.

HCPS currently utilizes differentiated pay for teachers and administrators in high needs schools. The Salary Differential Program is utilized to provide stability and equity to the highest needs schools and to attract and retain quality teachers. The program is created with a set of criteria that need to be met in order to receive the salary supplement. The criteria require that the teacher have an overall satisfactory evaluation, be highly qualified in their position.

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

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

Domain trainings for Instructional Staff based on EET Rubric trends.

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

The Teacher Induction Program (TIP) is a state-mandated two-year induction program that includes specific professional development training and activities. What's different for teachers new to HCPS is that teachers with less than six months of teaching experience are assigned a fully released mentor. HCPS has an entire cadre of fully released mentors, assigned to assist all new teachers for their first two years in the district. These mentors do not evaluate their mentees, they simply guide and support. New teachers and mentors work with the New Teacher Center Formative Assessment System (FAS), a set of tools that helps to identify accomplishments and challenges during the first two years of teaching. Although the FAS tools can help focus new teachers and mentors as they work together, many factors will influence their collaboration. The mentor's knowledge, experience, and growing relationship with the mentee will help support professional areas for growth, as well as to support students' academic needs. The FAS tools provide a mentee and mentor with important information which will systematically guide the advancement of instructional practice. Mentors are assigned by the General Manager of Performance Evaluation. It is in this pairing that special care is taken to match mentors with experience in high-needs settings to any new teachers in turnaround schools.

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.

All Florida students deserve to graduate high school with knowledge and skills they need to succeed in college, careers and life. We know that today's workforce requires our graduates to have strong critical thinking, problem solving and communications skills, more than ever before. High standards that challenge and motivate our students are essential.

Beginning with the 2014–2015 school year, all K–12 schools began implementing the Florida Standards and our schools committed to providing teachers with the professional learning needed for successful ongoing implementation. We will continue to assess our academic standards and work together to ensure they are preparing ALL students to succeed in college, career and life. The Florida Standards reflect foundational expectations of what ALL students should know and be able to do in each grade from kindergarten through 12th grade.

Public schools are required 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. 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 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/assets/pdf/studentprogressionplan.pdf>

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

instructional materials shall be to enrich, support, and implement the educational program of the school.

b. Instructional Strategies

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

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

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

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

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

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

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

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

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

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses

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

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

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

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

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Additional reading Instruction: Lowest 300 school

Strategy Rationale

Lowest 300 school

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, Woodland, woodland.johnson@hcps.net

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

Easy CBM
Iready
Imagine Learning
FAIR

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school..Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the

academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.
- G2.** Student achievement will increase by promoting the health, well-being, and enrichment of students and their families.
- G3.** School culture will improve by aligning our mission and vision statements with school-wide essential behaviors with an emphasis on student leadership and promoting and modeling great character.
- G4.** Student achievement will increase when all students are engaged in rigorous differentiated lessons that are well-planned, aligned with content and standards, and incorporate assessment throughout and at the end the lesson.

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. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement. 1a

G098651

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	41.0

Targeted Barriers to Achieving the Goal 3

- Professional development for teachers is needed to fully and continually develop their talents

Resources Available to Help Reduce or Eliminate the Barriers 2

- In-house professional development, instructional programs, behavioral programs, administration, Area Leadership Team

Plan to Monitor Progress Toward G1. 8

Our personnel is able to utilize the problem solving process to create and sustain effective systems that support student achievement

Person Responsible

Woodland Johnson

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

KPI data, FSA data, school grade data, teacher evaluation data

G2. Student achievement will increase by promoting the health, well-being, and enrichment of students and their families. 1a

 G098652

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community partners
- Families' willingness
- Community School Director
- Parent community outreach coordinator

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Woodland Johnson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

EWS, SCIP, TELL, input from community partners

G3. School culture will improve by aligning our mission and vision statements with school-wide essential behaviors with an emphasis on student leadership and promoting and modeling great character. 1a

G098653

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	70.0

Targeted Barriers to Achieving the Goal 3

- implementing school wide essentials for character with consistent behaviors throughout the school and community
- integration of student leadership programs

Resources Available to Help Reduce or Eliminate the Barriers 2

- CASA committees, staff volunteers

Plan to Monitor Progress Toward G3. 8

Behavior Alerts
Formal Behavior Reports
Pep Rallies
Report Card Awards

Person Responsible

Latiecea Hailey-Brown

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

G4. Student achievement will increase when all students are engaged in rigorous differentiated lessons that are well-planned, aligned with content and standards, and incorporate assessment throughout and at the end the lesson. 1a

G098654

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0
Writing Achievement District Assessment	50.0
Math Achievement District Assessment	50.0
Science Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement. **1**

 G098651

G1.B1 Professional development for teachers is needed to fully and continually develop their talents **2**

 B265494

G1.B1.S1 Provide professional development for teachers based upon the unique needs of the school to support student academic achievement, as reflected in the budget narrative. **4**

 S281425

Strategy Rationale

Teachers will need to continually develop and improve to support the students at their schools. PD will be provided in a variety of platforms and at various times throughout the school year based upon the needs of the teachers, the students, and the school. Data from teacher evaluations, walkthroughs, and student achievement sources will be utilized to make decisions about the appropriateness of PD.

Action Step 1 **5**

Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)

Person Responsible

Woodland Johnson

Schedule

Daily, from 9/1/2017 to 8/31/2018

Evidence of Completion

Staff allocation report

Action Step 2 **5**

Registration Fees for Professional Conferences to include Out-of-County Travel (Very Large District Convening, Council of Great City Schools, Middle School Summer Conference, etc.)

Person Responsible

Woodland Johnson

Schedule

On 8/31/2018

Evidence of Completion

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

Job-embedded support is being provided to teachers that supports the problem solving process and student academic achievement

Person Responsible

Woodland Johnson

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Coaching Logs

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

Teachers are developing their capacity to deliver rigorous instruction, supporting student academic achievement

Person Responsible

Woodland Johnson


Schedule

Daily, from 10/2/2017 to 5/25/2018

Evidence of Completion

Walkthrough/observation data, student academic data

G2. Student achievement will increase by promoting the health, well-being, and enrichment of students and their families. 1

 G098652

G2.B1 Lack of resources 2

 B265495

G2.B1.S1 Implement a community school model to provide wrap-around services for our students and families. 4

 S281426

Strategy Rationale

Action Step 1 5

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

Person Responsible

Woodland Johnson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

number of students seen

Action Step 2 5

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

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Number of families seen, sign in sheets

Action Step 3 5

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

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

number of appointments, sign in sheets

Action Step 4 5

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

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

sign in sheets, pre-assessments and post-assessments

Action Step 5 5

Continue to build and strengthen partnerships, including our participation in various opportunities with professional organizations supported by our community school partners

Person Responsible

Woodland Johnson

Schedule

On 8/31/2018

Evidence of Completion

Engagement by community partners

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

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

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

schedule of students seen, list of students receiving services

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

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

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

sign in sheets

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

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

Person Responsible

Woodland Johnson

Schedule

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

Evidence of Completion

sign ins, record of scheduled appointments

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

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

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

sign in sheets, pre-assessments, post-assessments

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

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

Person Responsible

Woodland Johnson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

G3. School culture will improve by aligning our mission and vision statements with school-wide essential behaviors with an emphasis on student leadership and promoting and modeling great character. 1

 G098653

G3.B1 implementing school wide essentials for character with consistent behaviors throughout the school and community 2

 B265496

G3.B1.S1 School faculty and community will model and encourage student usage of our twenty-two essential behaviors. 4

 S281427

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Woodland Johnson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Latiecea Hailey-Brown

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

G3.B2 integration of student leadership programs 2

 B265497

G3.B2.S1 Student leadership programs will be implemented to promote academic and character achievement. 4

 S281428

Strategy Rationale

Action Step 1 5

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

Person Responsible

Latiecea Hailey-Brown

Schedule

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

Evidence of Completion

Student Academic Report Card Grades, Formative Assessments

Action Step 2 5

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

Person Responsible

Latiecea Hailey-Brown

Schedule

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

Evidence of Completion

Student Academic Report Card Grades, Formative Assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

Person Responsible

Latiecea Haley-Brown

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

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

Person Responsible

Latiecea Hailey-Brown

Schedule

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

Evidence of Completion

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

G4. Student achievement will increase when all students are engaged in rigorous differentiated lessons that are well-planned, aligned with content and standards, and incorporate assessment throughout and at the end of the lesson. 1

G098654

G4.B3 planning (time and management) to promote student engagement and differentiation needs through usage of technology 2

B265500

G4.B3.S1 Faculty will specifically plan engagement strategies for lessons to ensure student engagement. 4

S281431

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Woodland Johnson

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Inservice Records, Coaching Logs, Evaluation Results

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

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

Person Responsible

Woodland Johnson

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from Walk-throughs, Informal/ Formal Evaluations Results

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

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

Person Responsible

Woodland Johnson

Schedule

Biweekly, from 8/10/2017 to 5/25/2018











Evidence of Completion

Formative Assessment Data, PLC Logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA4 M411620	A record of appointments made and received will be kept by physicians at TFHC clinics.	Johnson, Woodland	8/10/2016	sign ins, record of scheduled appointments	5/26/2017 weekly
G3.B2.S1.MA1 M411625	PLCs Team Facilitator Meetings ILT Leadership Meetings Student Council Meetings NEHS Meetings	Hailey-Brown, Latiecea	8/10/2016	Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes	5/26/2017 monthly
G3.B2.S1.MA1 M411626	PLCs Team Facilitator Meetings ILT Leadership Meetings Student Council Meetings NEHS Meetings	Haley-Brown, Latiecea	8/10/2016	Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes	5/26/2017 monthly
G3.B2.S1.A1 A379535	We will be implementing the Student Council program for fifth graders.	Hailey-Brown, Latiecea	8/10/2016	Student Academic Report Card Grades, Formative Assessments	5/26/2017 quarterly
G3.B2.S1.A2 A379536	We will be implementing the NEHS (National Elementary Honor Society) for third, fourth, and fifth...	Hailey-Brown, Latiecea	8/10/2016	Student Academic Report Card Grades, Formative Assessments	5/26/2017 quarterly
G1.MA1 M411616	Our personnel is able to utilize the problem solving process to create and sustain effective...	Johnson, Woodland	10/2/2017	KPI data, FSA data, school grade data, teacher evaluation data	5/25/2018 quarterly
G2.MA1 M411622	Quantitative student behavioral and academic data and qualitative data from surveys of staff,...	Johnson, Woodland	8/10/2017	EWS, SCIP, TELL, input from community partners	5/25/2018 monthly
G3.MA1 M411627	Behavior Alerts Formal Behavior Reports Pep Rallys Report Card Awards	Hailey-Brown, Latiecea	8/10/2017	Trends in Behavior Alerts and Reports, Character Awards, and Pep Rallys	5/25/2018 daily
G4.MA1 M411630	Monthly Data Reviews FAIR Data EASY CBM iReady Data Imagine Learning Data Running Records...	Johnson, Woodland	8/10/2017	Data from Formative Assessments, Instructional data, Formal and Information Assessments, PLC Logs, Instructional Calendars, Walkthrough Logs, Evaluation Data	5/25/2018 weekly
G1.B1.S1.MA1 M411614	Teachers are developing their capacity to deliver rigorous instruction, supporting student academic...	Johnson, Woodland	10/2/2017	Walkthrough/observation data, student academic data	5/25/2018 daily
G1.B1.S1.MA1 M411615	Job-embedded support is being provided to teachers that supports the problem solving process and...	Johnson, Woodland	10/2/2017	Coaching Logs	5/25/2018 weekly
G2.B1.S1.MA1 M411617	Student behavior, health, and attendance in relation to family use of services will be analyzed.	Johnson, Woodland	8/10/2017	student attendance, family use of services, behavior, out-of-class time	5/25/2018 monthly
G2.B1.S1.MA1 M411618	A record of students seen will be kept by the mental health counselor.	Johnson, Woodland	8/10/2017	schedule of students seen, list of students receiving services	5/25/2018 weekly
G2.B1.S1.MA3 M411619	A record of families receiving services from the Application Counselor will be kept.	Johnson, Woodland	8/10/2017	sign in sheets	5/25/2018 weekly
G2.B1.S1.MA5 M411621	A record of attendance and growth will be kept of parents participating in enrichment and health...	Johnson, Woodland	8/10/2017	sign in sheets, pre-assessments, post-assessments	5/25/2018 weekly
G2.B1.S1.A1 A379529	There will be a mental health counselor on campus based on student need.	Johnson, Woodland	8/10/2017	number of students seen	5/25/2018 monthly
G2.B1.S1.A2 A379530	There will be a Certified Application Counselor on campus based on family need.	Johnson, Woodland	8/10/2017	Number of families seen, sign in sheets	5/25/2018 weekly
G2.B1.S1.A3 A379531	There will be priority appointments available to be scheduled at TFHC Clinics.	Johnson, Woodland	8/10/2017	number of appointments, sign in sheets	5/25/2018 weekly

Hillsborough - 3121 - Mort Elementary School - 2017-18 SIP
Mort Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A4  A379532	Enrichment and health classes for parents will be offered on campus.	Johnson, Woodland	8/10/2017	sign in sheets, pre-assessments and post-assessments	5/25/2018 weekly
G3.B1.S1.MA1  M411623	Bi-weekly walkthroughs by leadership team Informal/ Formal Evaluations Student Attendance PLCs...	Hailey-Brown, Latiecea	8/10/2017	Walkthrough Data, Evaluations, Trends in Attendance, PLC Notes, ILT Notes, Team Facilitator Notes, Leadership Team Notes, Domain 2 Data, CASA data	5/25/2018 weekly
G3.B1.S1.MA1  M411624	Bi-weekly walkthroughs by leadership team Informal/ Formal Evaluations Student Attendance PLCs...	Johnson, Woodland	8/10/2017	Walkthrough Data, Evaluations, Trends in Attendance, PLC Notes, ILT Notes, Team Facilitator Notes, Leadership Team Notes, Domain 2 Data, CASA data	5/25/2018 weekly
G3.B1.S1.A1  A379534	The CASA committee will come together to create school-wide essential behaviors we expects our...	Johnson, Woodland	8/10/2017	Presence of essentials incorporated into classroom instruction/ culture, Physical Presence of Posted Essentials	5/25/2018 monthly
G4.B3.S1.MA1  M411628	Progress Monitoring Academic Review Meetings Assessment Monitoring PLC's ILT Leadership...	Johnson, Woodland	8/10/2017	Formative Assessment Data, PLC Logs	5/25/2018 biweekly
G4.B3.S1.MA1  M411629	Leadership team will conduct bi-weekly walk-throughs and provide timely feedback on engagement...	Johnson, Woodland	8/10/2017	Data from Walk-throughs, Informal/ Formal Evaluations Results	5/25/2018 biweekly
G4.B3.S1.A1  A379537	Staff Development Content Trainings: ELA, Math, Science Coaching Cycles Technology Trainings	Johnson, Woodland	8/10/2017	Inservice Records, Coaching Logs, Evaluation Results	5/25/2018 biweekly
G1.B1.S1.A1  A379527	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher...	Johnson, Woodland	9/1/2017	Staff allocation report	8/31/2018 daily
G1.B1.S1.A2  A379528	Registration Fees for Professional Conferences to include Out-of-County Travel (Very Large...	Johnson, Woodland	9/1/2017		8/31/2018 one-time
G2.B1.S1.A5  A379533	Continue to build and strengthen partnerships, including our participation in various opportunities...	Johnson, Woodland	10/2/2017	Engagement by community partners	8/31/2018 one-time

V. Professional Development Opportunities

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

G1. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.

G1.B1 Professional development for teachers is needed to fully and continually develop their talents

G1.B1.S1 Provide professional development for teachers based upon the unique needs of the school to support student academic achievement, as reflected in the budget narrative.

PD Opportunity 1

Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)

Facilitator

Resource Teachers and Coaches

Participants

Faculty

Schedule

Daily, from 9/1/2017 to 8/31/2018

PD Opportunity 2

Registration Fees for Professional Conferences to include Out-of-County Travel (Very Large District Convening, Council of Great City Schools, Middle School Summer Conference, etc.)

Facilitator

NAPDS and AERA

Participants

Leadership Team, Faculty

Schedule

On 8/31/2018

G4. Student achievement will increase when all students are engaged in rigorous differentiated lessons that are well-planned, aligned with content and standards, and incorporate assessment throughout and at the end of the lesson.

G4.B3 planning (time and management) to promote student engagement and differentiation needs through usage of technology

G4.B3.S1 Faculty will specifically plan engagement strategies for lessons to ensure student engagement.

PD Opportunity 1

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

Facilitator

Amanda Bellas

Participants

Instructional Staff

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

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	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)				\$328,580.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	3121 - Mort Elementary School	UniSIG	1.66	\$102,751.00
			Notes: 83% of 1.0 Reading Coach and 1.0 Teacher Talent Developer including fringe benefits			
	5100	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG	2.08	\$150,027.00
			Notes: 83% OF .5 Writing Resource Teacher, 1.0 Site Resource Teacher, 1 Technology Resource Teacher including fringe benefits			
	6300	130-Other Certified Instructional Personnel	3121 - Mort Elementary School	UniSIG	0.83	\$54,640.00
			Notes: 83% of 1 Teacher Leader including fringe benefitu			
	5100	520-Textbooks	3121 - Mort Elementary School	UniSIG	0.0	\$3,390.00
			Notes: Instruction Materials Non Adopted Print to include Comprehension Toolkit \$48 x 16; Comprehension Toolkit Bundles @\$65 x 30 and Comprehension Toolkit Intermediate @ \$48 x 14			
	5100	510-Supplies	3121 - Mort Elementary School	UniSIG	0.0	\$2,388.00
			Notes: Classroom Supplies to include paper, ink and Supplemental Reading Material			
	7200	391-Subagreements up to \$25,000	3121 - Mort Elementary School	UniSIG	0.0	\$15,384.00
			Notes: Indirect Cost @ 4.76%			
2	G1.B1.S1.A2	Registration Fees for Professional Conferences to include Out-of-County Travel (Very Large District Convening, Council of Great City Schools, Middle School Summer Conference, etc.)				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	3121 - Mort Elementary School	UniSIG	0.0	\$10,000.00
			Notes: Registration Fees for Professional Conferences to include NAPDS March 14-17, 2018 in Jacksonville, FL @ \$465 registration per person x 5 (\$1860) plus hotel@ \$139/night (\$2780) plus travel mileage and stipend meals, and AERA Annual Meeting in NYC Southwest Flight @ \$846 r/t and \$255/night x 6 nights (\$2,376 per person) x 2, airport transportation @ \$60 per person plus stipend meals			
3	G2.B1.S1.A1	There will be a mental health counselor on campus based on student need.				\$0.00

4	G2.B1.S1.A2	There will be a Certified Application Counselor on campus based on family need.	\$0.00
5	G2.B1.S1.A3	There will be priority appointments available to be scheduled at TFHC Clinics.	\$0.00
6	G2.B1.S1.A4	Enrichment and health classes for parents will be offered on campus.	\$0.00
7	G2.B1.S1.A5	Continue to build and strengthen partnerships, including our participation in various opportunities with professional organizations supported by our community school partners	\$0.00
8	G3.B1.S1.A1	The CASA committee will come together to create school-wide essential behaviors we expects our students to display in their daily interactions.	\$0.00
9	G3.B2.S1.A1	We will be implementing the Student Council program for fifth graders.	\$0.00
10	G3.B2.S1.A2	We will be implementing the NEHS (National Elementary Honor Society) for third, fourth, and fifth graders.	\$0.00
11	G4.B3.S1.A1	Staff Development Content Trainings: ELA, Math, Science Coaching Cycles Technology Trainings	\$0.00
Total:			\$338,580.00