

Hillsborough County Public Schools

Sulphur Springs K 8 School



2017-18 Schoolwide Improvement Plan

Sulphur Springs K 8 School

8412 N 13TH ST, Tampa, FL 33604

[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)
Combination School KG-8	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	C

**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 Sulphur Springs K 8 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.

To provide high quality learning experiences for every student, every day, with a strong belief in successful student outcomes.

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:

High academic achievement for all students.

2. School Environment

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

The school learns about students' cultures and builds relationships through our ongoing work with the YMCA and Neighborhood of Promise. Members of the school staff, including the principal and assistant principals, serve on various committees and attend all community events. This keeps the school informed and involved in sustaining community relationships with parents, students, and members of the Sulphur Springs community organizations. To build school culture we host several family events including Family Math Night, Science Gardenfest, and Literacy Nights in conjunction with the community partners, YMCA. These events are well attended and keep parents informed about standards and curriculum. We also build a strong school culture by hosting other family events such as Grandparents' Breakfast and All Pro Dads in order to promote involvement in school. In addition, teachers attend professional development trainings that focus on building positive relationships with students, building a strong classroom environment, and establishing a strong culture for learning. These trainings assist teachers in building and maintaining strong relationships with their students as well as strengthen the understanding of students' overall cultures. It is through these community events and professional development trainings throughout the year, that the school builds solid relationships between teachers, students, and families.

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

School staff are required to be on duty at 7:30am in order to maintain campus safety and security of students while entering campus. Staff members are on duty beginning at 7:00am for students who arrive early. Staff members welcome and guide students towards the breakfast line everyday. When arriving, car riders are closely monitored and staff members welcome students and greet parents/caregivers as they drop off the child. During school, teachers emphasize a safe environment by enforcing and reinforcing the school-wide rules and procedures consistently. Students are taught social emotional learning through the PATHs curriculum twice per week, with daily components embedded as well. Students are taught to inform an adult if something unsafe is happening or if they are made to feel uncomfortable or bothered by another student/person. The adults are charged with addressing student issues and concerns immediately so that they don't fester. Administration contacts parents regularly to ensure parents are informed and that there is a two way communication

regarding student safety. After school, all staff are on duty to ensure all students are appropriately supervised and feel safe exiting the campus. School administrators often extend into the neighborhood during after school duty to ensure walking home is safe and students know they are continuously being monitored for safe 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.

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.

When students arrive to school late, they have to be signed in with a parent or caregiver. When signing in they will state the reason for being tardy. The student will receive a tardy slip and go to class. Teachers and the school guidance counselor monitor the students' attendance trends daily. If a student is tardy more than four times, we contact parents or caregivers.

Our school implements a Positive Behavior Support plan for Tier One school-wide behavior. Every classroom has a consistent point chart where students have opportunities to earn up to 10 points per day for their behavior. Teachers utilize this system for individual students to track their behavior and effort. School-wide rules and expectations are posted in all common areas and in every classroom. They are communicated with parents via the student's agenda planner. Administration and Behavior Specialist follow through immediately on all behavior incidents and concerns. Students are allowed to tell their side of the story and all involved students are appropriately addressed if a situation is brought to our attention. Parents are always informed when their child has been in the office, and this helps the home to reinforce the school rules/procedures. In addition to the Tier One system above, we also have students who are on individualized behavior contracts. We also have identified students with high numbers of referrals and recruited them into the Boys and Girls Mentoring Groups. This is a group that meets weekly on Mondays with the Assistant Principals and Behavior Specialist. Special incentives and monthly goals are set so students reduce off task behavior and make better choices.

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.

Our school is in the third year of implementing PATHs curriculum program that teaches social emotional learning. Lessons are taught in every classroom head start through fifth grade twice per week. Other components such as PATHs Kid of the Day and Compliments are embedded into the daily classroom work.

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

Level 1 FSA score

Early warning system data can come from the following sources:

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

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

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

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

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

WEDA ACCESS: 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	18	34	33	24	19	18	15	18	0	0	0	0	0	179
One or more suspensions	1	12	12	13	12	16	15	25	0	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	0	10	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	10	48	59	60	31	0	0	0	0	0	208

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	6	4	8	21	24	18	29	0	0	0	0	0	110

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.

-

- 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?

No

1. PFEP Link

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

2. Description

Sulphur Springs K-8 will implement activities focused on increasing parent involvement by implementing the following:

Dad Take Your Child To School Day (Dad & Doughnuts)

Bring Your Mom To Breakfast (Mom & Muffins)

Open House Barbecue

Boo Who Breakfast

Parent FSA Boot Camp

Sulphur Springs K-8 will make efforts to communicate with parents by implementing the following:

Displaying the school's mission and vision statement at all parent visible areas.

Weekly Parent Links

Teachers will updated Edsby biweekly to inform parents of their child's progress.

Teachers will contact parents of

Homeroom Teachers will contact parents within the first 5 days of school to welcome or welcome back parents and students to Sulphur Springs K-8.

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.

The school builds and sustains partnerships with various members of the local community by reaching out to the existing community members within the area. Our strongest community partnership lies with the Sulphur Springs Neighborhood of Promise (SSOP). SSNOP is comprised of dozens of community members, including churches, businesses, and non-profit agencies. SSOP's sole purpose is to develop the Sulphur Springs neighborhood through strong school readiness and student achievement. Our school staff members serve on the SSNOP workgroup so that we are part of this work. The YMCA is located on our campus and also serves as a strong partnership for our students and families. The YMCA and the school staff plan joint events in order to sustain the community relationships and improve parent engagement. We share common goals. It is through the work of the SSNOP and YMCA that the school maintains strong community and business partnerships, which help further promote the school's achievement goals. The principal, along with key members of the staff, reach out to local businesses and churches regularly in order to secure additional resources the students may need. It is an ongoing process throughout the year. We attend community events as often as possible so that the school remains relevant and engaged in the community's efforts.

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
Angeletti, Chantel	Principal

b. Duties

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

PSLT Members

The leadership team includes, for example:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior team Representative/Behavior Specialist/Coach

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

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making

process to ensure integrity and consistency of the PS/RTI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

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

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

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

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

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

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

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.

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

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

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

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members

on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

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

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

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

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

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

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

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

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

Adult Education

NA

Career and Technical Education

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

Job Training

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
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

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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

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

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

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.

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average

un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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
Angeletti, Chantel	Principal
Copeland, Christina	Assistant Principal
Mathis, Reginald	Assistant Principal

b. Duties

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

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

- Principal
- Assistant Principal
- Reading Coach/Resource Teacher
- ESE Teacher
- ELL Representative
- Grade Level Representatives

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

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

D. Public and Collaborative Teaching

The school's 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.

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.iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

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

Strategy: After School Program

Minutes added to school year: 3,500

Additional instruction in reading.

Strategy Rationale

School's inclusion in the Low 300.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Angeletti, Chantel, chantel.angeletti@sdhc.k12.fl.us

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

Ongoing progress monitoring data is collected such as monthly running records, FAIR AP1, 2, and 3, EasyCBM data, and weekly mini-assessments, progress reports.

Strategy: After School Program

Minutes added to school year: 3,500

Students in grades 3-5 participated in an after school reading and science tutorial/enrichment program. Students attended 2 hours per week based on need.

Strategy Rationale

- Core Academic Instruction
- Enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Summer Program

Minutes added to school year: 4,320

Below Level students in grades 2-5 are invited to a Summer Reading Camp where they receive 4 hours of intensive reading instruction Monday through Thursday.

Strategy Rationale

- Core Academic Instruction
- Enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Ongoing progress monitoring data is collected to determine growth including running records, DRA2, and weekly mini assessments.

Strategy: After School Program

Minutes added to school year: 3,500

Additional instruction in math.

Strategy Rationale

- Core Academic Instruction

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Ongoing progress monitoring via monthly running records, School City, weekly mini assessments and progress reports.

Strategy: After School Program

Minutes added to school year: 3,500

Students in grades 3-5 participated in an after school reading and science tutorial/enrichment program. Students attended 2 hours per week based on need.

Strategy Rationale

- Core Academic Instruction
- Enrichment

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Ongoing progress monitoring via district formative assessments including FAIR, EasyCBM, weekly mini assessments, and reading comprehension assessments. Teacher created science assessments were used to determine growth.

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

b. College and Career Readiness

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

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

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

School Level - Increase the use of updated educational technology to help provide students with 21st century skills, create an engaging and challenging school climate, and to allow for additional opportunities for differentiation.

District-Level

The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
- Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
- College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and

ACT prep classes and testing dates will be provided to students and parents.

- All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.
- Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

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.

Sulphur Springs K-8 will adopt AVID strategies to assist students with organization, Cornell Notes, Higher Level Thinking and College Awareness. We will also hold FSA Bootcamps to assist students with ELA and Math skills.

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 when there is a positive and safe environment at the school for teachers, students, families, and the community. (parent survey = parents proud students attend the school)
- G3.** Student achievement will increase when planning, instruction, and assessment are aligned with standards.
- G4.** Student achievement will increase when teachers consistently use assessment to drive their instruction and next steps, including high quality feedback to students.
- G5.** Students at Sulphur Springs K-8 Community School will have increased engagement promoting school attendance and appropriate behaviors through meaningful adult mentoring.

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

G098713

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	41.0
Non-proficient Reading by Grade 03	50.0

Targeted Barriers to Achieving the Goal 3

- Professional development for teachers is needed to fully and continually develop their talents
- Technology upgrades/updates to support instructional technology and bolster students' 21st century skills
- Need for wraparound services
- Differentiated support is needed to support unique student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

.

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

Chantel Angeletti

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 when there is a positive and safe environment at the school for teachers, students, families, and the community. (parent survey = parents proud students attend the school)

1a

G098714

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	18.0
One or More Suspensions	6.0
School Climate Survey - Parent	85.0

Targeted Barriers to Achieving the Goal 3

- Build a more positive perception from community stakeholders.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G2. 8

Increased student achievement as a result of a positive and save environment at the school.

Person Responsible

Schedule

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

Evidence of Completion

EWS data, student achievement data, teacher evaluation data, FSA data

G3. Student achievement will increase when planning, instruction, and assessment are aligned with standards. 1a

G098715

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	41.0
Math Gains	41.0
Statewide Science Assessment Achievement	30.0
FSA ELA Achievement - Grade 3	41.0

Targeted Barriers to Achieving the Goal 3

- Align Professional Development with the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- State Standards Professional Development

Plan to Monitor Progress Toward G3. 8

Students are engaged in instruction, informed by assessments, all aligned to Florida standards

Person Responsible

Chantel Angeletti

Schedule

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

Evidence of Completion

Academic achievement data, EET data, EWS data

G4. Student achievement will increase when teachers consistently use assessment to drive their instruction and next steps, including high quality feedback to students. 1a

G098716

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	100.0
Discipline incidents	100.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development on providing effective feedback to students (conferencing, grading practices, use of Edsby grade book, etc.)
- Coaching cycles with site-based support staff
- PLCs and ILT focus on use of assessment data to drive instruction

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

G5. Students at Sulphur Springs K-8 Community School will have increased engagement promoting school attendance and appropriate behaviors through meaningful adult mentoring. 1a

G098717

Targets Supported 1b

Indicator	Annual Target
Attendance rate	70.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

G098713

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

B265644

G1.B1.S1 Provide PD for teachers to support student academic achievement **4**

S281573

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 behavior specialist, student success coach

Person Responsible

Chantel Angeletti

Schedule

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

Evidence of Completion

personnel records

Action Step 2 **5**

Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, etc.)

Person Responsible

Chantel Angeletti

Schedule

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

Evidence of Completion

Action Step 3 5

Provide extra time weekly for teachers so that teachers can: plan in PLCs, engage in data analysis, work with content coaches/job-embedded PD, etc.

Person Responsible

Chantel Angeletti

Schedule

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

Evidence of Completion

Sign-in sheets

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

Chantel Angeletti

Schedule

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

Evidence of Completion

Sign-in sheets

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

Chantel Angeletti


Schedule

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


Evidence of Completion

Walkthroughs/observations, student achievement data

G1.B2 Technology upgrades/updates to support instructional technology and bolster students' 21st century skills **2**

 B265645

G1.B2.S1 Purchase and upgrade instructional technology based on school needs, as reflected in the budget narrative. **4**

 S281574

Strategy Rationale

Students need to interact with updated instructional technology and software that can bolster their 21st century skills, thereby boosting their productivity and making them more marketable in a competitive job market.

Action Step 1 **5**

Based on the prioritized list, educational technology will be purchased to support the school (including computer lab furniture)

Person Responsible

Schedule

On 10/31/2017

Evidence of Completion

Purchase Orders and Invoices

G1.B3 Need for wraparound services **2**

 B265646

G1.B3.S1 Include additional school personnel to support students and families as needed, as reflected in the budget narrative **4**

 S281575

Strategy Rationale

Assist school with implementation of PS-MTSS/Rti and tracking of EWS data

Action Step 1 **5**

Support students and families through additional support services personnel to include social workers, psychologists, guidance counselors - Support PS-MTSS/Rtl systems, track behavior and attendance, link families to essential services, facilitate expedited screening

Person Responsible

Chantel Angeletti

Schedule

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

Evidence of Completion

Support students and families through additional support services personnel to include social workers, psychologists, guidance counselors - Support PS-MTSS/Rtl systems, track behavior and attendance, link families to essential services, facilitate expedited screening

G1.B4 Differentiated support is needed to support unique student needs **2**

 B265647

G1.B4.S1 Supplemental support may be needed to support struggling or advanced learners, based on data and the unique needs of the students at the school site, as reflected in the budget narrative. **4**

 S281576

Strategy Rationale

A research-based curriculum piece may be identified to meet a specific need at a school site, such as a specific reading intervention curriculum. Specific adult support such as an assistant teacher or aide to support PS-MTSS/Rtl implementation, will be identified by specific sites as reflected in the budget narrative.

Action Step 1 **5**

Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support implementation of PS-MTSS/Rtl systems, as reflected in the budget narrative

Person Responsible

Chantel Angeletti

Schedule

On 8/31/2018

Evidence of Completion

Staff allocation reports

G2. Student achievement will increase when there is a positive and safe environment at the school for teachers, students, families, and the community. (parent survey = parents proud students attend the school)

1

G098714

G2.B1 Build a more positive perception from community stakeholders. 2

B265648

G2.B1.S1 Increase the amount of communication to community stakeholders. 4

S281577

Strategy Rationale

Send weekly Parent Links to communicate up coming events and content based information such as:

Parent Information Session for FSA, Edsby (Online Grades) and End of Course Exams (EOC)

Action Step 1 5

Parent Nights (FSA, Edsby, EOCs, etc.)

Person Responsible

Chantel Angeletti

Schedule

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

Evidence of Completion

Parent Sign-In Log

Action Step 2 5

Send weekly Parent Link message to communicate upcoming events

Person Responsible

Chantel Angeletti

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Parent Link data

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

Weekly communication with community stakeholders

Person Responsible

Chantel Angeletti

Schedule

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

Evidence of Completion

School calendar, Parent Night sign-in log, Parent Link data

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

Stakeholders attend school events

Person Responsible

Chantel Angeletti

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Parent Sign-In Logs

G3. Student achievement will increase when planning, instruction, and assessment are aligned with standards.

1

G098715

G3.B1 Align Professional Development with the Florida Standards 2

B265649

G3.B1.S1 Faculty and staff will receive on going State Standard Professional Development. 4

S281578

Strategy Rationale

Professional Development

Action Step 1 5

State Standards Professional Development - including Unpacking the Standards and Essential Practices for Transforming Schools Through Mathematics as well as other mini-sessions focusing on standards based instruction aligned to teacher/student need

Person Responsible

Chantel Angeletti

Schedule

Quarterly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Faculty and Staff Sign-in Log

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

Teachers are receiving PD on planning, instruction, and assessment aligned to Florida standards

Person Responsible

Chantel Angeletti

Schedule

Quarterly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Agendas, sign-in sheets

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

Planning, instruction, and assessment practices are aligned to Florida standards

Person Responsible

Chantel Angeletti



















Schedule

Quarterly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Walkthroughs/observations, assessment data, lesson plans

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					
G1.B2.S1.A1  A379790	Based on the prioritized list, educational technology will be purchased to support the school...		10/31/2017	Purchase Orders and Invoices	10/31/2017 one-time
G1.MA1  M411955	Our personnel is able to utilize the problem solving process to create and sustain effective...	Angeletti, Chantel	10/2/2017	KPI data, FSA data, school grade data, teacher evaluation data	5/25/2018 quarterly
G2.MA1  M411958	Increased student achievement as a result of a positive and save environment at the school.		8/10/2017	EWS data, student achievement data, teacher evaluation data, FSA data	5/25/2018 quarterly
G3.MA1  M411961	Students are engaged in instruction, informed by assessments, all aligned to Florida standards	Angeletti, Chantel	8/10/2017	Academic achievement data, EET data, EWS data	5/25/2018 quarterly
G1.B1.S1.MA1  M411953	Teachers are developing their capacity to deliver rigorous instruction, supporting student academic...	Angeletti, Chantel	10/2/2017	Walkthroughs/observations, student achievement data	5/25/2018 quarterly
G1.B1.S1.MA1  M411954	Job-embedded support is being provided to teachers that supports the problem solving process and...	Angeletti, Chantel	10/2/2017	Sign-in sheets	5/25/2018 weekly
G1.B1.S1.A1  A379787	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher...	Angeletti, Chantel	10/2/2017	personnel records	5/25/2018 daily
G1.B1.S1.A2  A379788	Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning,...	Angeletti, Chantel	10/2/2017		5/25/2018 biweekly
G1.B1.S1.A3  A379789	Provide extra time weekly for teachers so that teachers can: plan in PLCs, engage in data analysis,...	Angeletti, Chantel	10/2/2017	Sign-in sheets	5/25/2018 weekly
G2.B1.S1.MA1  M411956	Stakeholders attend school events	Angeletti, Chantel	8/25/2017	Parent Sign-In Logs	5/25/2018 quarterly
G2.B1.S1.MA1  M411957	Weekly communication with community stakeholders	Angeletti, Chantel	8/10/2017	School calendar, Parent Night sign-in log, Parent Link data	5/25/2018 quarterly
G2.B1.S1.A1  A379793	Parent Nights (FSA, Edsby, EOCs, etc.)	Angeletti, Chantel	8/10/2017	Parent Sign-In Log	5/25/2018 quarterly
G2.B1.S1.A2  A379794	Send weekly Parent Link message to communicate upcoming events	Angeletti, Chantel	8/14/2017	Parent Link data	5/25/2018 weekly
G3.B1.S1.MA1  M411959	Planning, instruction, and assessment practices are aligned to Florida standards	Angeletti, Chantel	8/2/2017	Walkthroughs/observations, assessment data, lesson plans	5/25/2018 quarterly
G3.B1.S1.MA1  M411960	Teachers are receiving PD on planning, instruction, and assessment aligned to Florida standards	Angeletti, Chantel	8/2/2017	Agendas, sign-in sheets	5/25/2018 quarterly
G3.B1.S1.A1  A379795	State Standards Professional Development - including Unpacking the Standards and Essential...	Angeletti, Chantel	8/2/2017	Faculty and Staff Sign-in Log	5/25/2018 quarterly
G1.B3.S1.A1  A379791	Support students and families through additional support services personnel to include social...	Angeletti, Chantel	9/1/2017	Support students and families through additional support services personnel to include social workers, psychologists, guidance counselors - Support PS-MTSS/Rtl systems, track behavior and attendance, link families to essential services, facilitate expedited screening	8/31/2018 daily
G1.B4.S1.A1  A379792	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support...	Angeletti, Chantel	9/1/2017	Staff allocation reports	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 PD for teachers to support student academic achievement

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 behavior specialist, student success coach

Facilitator

supplemental support personnel

Participants

instructional personnel

Schedule

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

PD Opportunity 2

Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, etc.)

Facilitator

administrative team

Participants

staff members

Schedule

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

PD Opportunity 3

Provide extra time weekly for teachers so that teachers can: plan in PLCs, engage in data analysis, work with content coaches/job-embedded PD, etc.

Facilitator

administrative team

Participants

staff members

Schedule

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

G3. Student achievement will increase when planning, instruction, and assessment are aligned with standards.

G3.B1 Align Professional Development with the Florida Standards

G3.B1.S1 Faculty and staff will receive on going State Standard Professional Development.

PD Opportunity 1

State Standards Professional Development - including Unpacking the Standards and Essential Practices for Transforming Schools Through Mathematics as well as other mini-sessions focusing on standards based instruction aligned to teacher/student need

Facilitator

Administrative Team

Participants

Teaching Staff

Schedule

Quarterly, from 8/2/2017 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 behavior specialist, student success coach				\$118,170.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG	0.83	\$58,995.00
			<i>Notes: 83% of salaries for 1.0 Behavior Specialist along with fringe benefits</i>			
	6120	130-Other Certified Instructional Personnel	4201 - Sulphur Springs K 8 School	UniSIG	0.83	\$54,641.00
			<i>Notes: 83% of 1.0 Student Success Coach along with fringe benefits</i>			
	5100	510-Supplies	4201 - Sulphur Springs K 8 School	UniSIG	0.0	\$4,534.00
			<i>Notes: Classroom Supplies to include paper, ink, notebook paper, composition notebooks, pencils, pencil sharpeners, folders, notepads, marker, chart paper, copy paper</i>			
2	G1.B1.S1.A2	Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, etc.)				\$8,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	390-Other Purchased Services	4201 - Sulphur Springs K 8 School	UniSIG	0.0	\$8,600.00
			<i>Notes: Substitute Teachers for PD including Lesson Study @ \$100/day x86 hours</i>			
3	G1.B1.S1.A3	Provide extra time weekly for teachers so that teachers can: plan in PLCs, engage in data analysis, work with content coaches/job-embedded PD, etc.				\$11,701.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG	0.0	\$2,787.00
			<i>Notes: Math Standards Workshop Pay \$15/hr x 30 teachers x 4 hours along with fringe benefits</i>			
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	UniSIG	0.13	\$8,914.00
			<i>Notes: PLCs Inst Duties Added 4 hrs x 30 Math and 30 ELA teachers @ hourly rate for PLCs before and after school along with fringe benefits</i>			
4	G1.B2.S1.A1	Based on the prioritized list, educational technology will be purchased to support the school (including computer lab furniture)				\$13,530.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Hillsborough - 4201 - Sulphur Springs K 8 School - 2017-18 SIP
Sulphur Springs K 8 School

	5100	644-Computer Hardware Non-Capitalized	4201 - Sulphur Springs K 8 School	UniSIG	0.0	\$13,152.00
			<i>Notes: LenovoN24 Student Laptops 30 @ \$324 and Microsoft 34 @ \$75, Spectrum Charging Cart, Leonova Yoga @ \$646 x 4;</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	4201 - Sulphur Springs K 8 School	UniSIG	0.0	\$378.00
			<i>Notes: Epson Powerlite @ \$378.23x1a</i>			
5	G1.B3.S1.A1	Support students and families through additional support services personnel to include social workers, psychologists, guidance counselors - Support PS-MTSS/Rtl systems, track behavior and attendance, link families to essential services, facilitate expedited screening				\$49,414.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	4201 - Sulphur Springs K 8 School	UniSIG	0.33	\$19,614.00
			<i>Notes: 83% of .4 Site based Social Worker along with fringe benefits</i>			
	6140	130-Other Certified Instructional Personnel	4201 - Sulphur Springs K 8 School	UniSIG	0.33	\$29,800.00
			<i>Notes: 83% of .4 School Psychologist along with fringe benefits</i>			
6	G1.B4.S1.A1	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support implementation of PS-MTSS/Rtl systems, as reflected in the budget narrative				\$94,985.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	4201 - Sulphur Springs K 8 School	UniSIG	2.49	\$82,132.00
			<i>Notes: 83% of 3.0 Assistant Teachers along with fringe benefits</i>			
	7200	391-Subagreements up to \$25,000	4201 - Sulphur Springs K 8 School	UniSIG	0.0	\$12,853.00
			<i>Notes: Indirect Cost @ 4.76%</i>			
7	G2.B1.S1.A1	Parent Nights (FSA, Edsby, EOCs, etc.)				\$0.00
8	G2.B1.S1.A2	Send weekly Parent Link message to communicate upcoming events				\$0.00
9	G3.B1.S1.A1	State Standards Professional Development - including Unpacking the Standards and Essential Practices for Transforming Schools Through Mathematics as well as other mini-sessions focusing on standards based instruction aligned to teacher/student need				\$0.00
					Total:	\$296,400.00