

Hillsborough County Public Schools

Patricia Sullivan Metropolitan Ministries Partnership



2017-18 Schoolwide Improvement Plan

Patricia Sullivan Metropolitan Ministries Partnership School

102 E PALM AVE, Tampa, FL 33602

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2016-17	2015-16	2014-15	2012-13
Grade	F	C	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 Patricia Sullivan Metropolitan Ministries Partnership 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.

Students at Sullivan Partnership School will be resourceful problem solvers and thinkers that are capable of adapting positively to any situation in order to be successful lifelong learners and productive members of society.

District Mission: To provide an education and the supports which enable each student to excel as a successful and responsible citizen.

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:

Students at Sullivan Partnership School possess the skills to be lifelong high achievers and productive members of society.

District Vision: Preparing Students for Life

2. School Environment

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

- *Review of cumulative folders
- *Instructional Planning Tool
- *Parent Conferences
- *Collaborative meetings with Metropolitan Ministries Shelter about families
- *Consulting with previous schools
- *Teacher student relationship building conversations
- *Multi-culture awareness activities & education

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

- *Open House held prior to the start of school. Where district rules and expectations are reviewed with parents and students. Parents are given guidelines to creating a safe learning environment.
- *Teacher and Student Meet and Greet before the first day of school.
- *Guidance Counselor meets the school bus in the mornings and walks them into school
- *Teacher walks students to the buses at dismissal
- *Classroom Behavior System
- *Administrators have an open door policy
- *Guidance Program with weekly lessons and a schoolwide character education program
- *Students are constantly in the care of a responsible adult
- *Procedures are in place everyday (morning, dismissal, specials, breakfast, & lunch)

*CHAMPS- Schoolwide color coded behavior system

*Schoolwide Behavior Plan based on Stephen Covey's, The Leader in Me the 7 Habits

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.

*CHAMPS- Schoolwide color coded behavior system

*Schoolwide Behavior Plan based on Stephen Covey's, The Leader in Me the 7 Habits

*District training is available and encouraged

*Trauma Training through partnership with Metropolitan Ministries Shelter

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.

*Families receive points for regular attendance and coming to school on time to use in our "Stallion Shop"

*Families are contacted for each tardy occurrence to see if any support is needed.

*Once student has reached 5 tardies a referral is made to the school social worker for parent contact.

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

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

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

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

- o Use the problem-solving model when analyzing data:

1. What is the problem? (Problem Identification)

2. Why is it occurring? (Problem Analysis and Barrier Identification)

3. What are we going to do about it? (Action Plan Design and Implementation)

4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

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

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

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

- o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.

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

- o Review progress monitoring data at regular intervals to determine when student(s) need more or

less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

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

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

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

3. Early Warning Systems

The school's response to this section may 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 FCAT score

Early warning system data can come from the following sources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	5	2	1	2	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	6	6	0	0	0	0	0	0	0	12

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

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

2. Description

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.

*We invite community members and partners into our school to actively discuss our school population and needs of our school/students.

*Mentor/Volunteer program for every student with community members

*Meet with businesses to share demographics and needs of school.

*Invite all mentors, volunteers and business partners to become part of SAC.

*Invite all mentors, volunteers and business partners to become guest speakers for students and share stories of success through hard work.

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
Fourqurean, Daphne	Principal

b. Duties

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

Elementary PSLT Members

The leadership team includes:

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

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

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

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

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, 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 through 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.

- In an effort to engage in a systematic data-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
 - o Analyze student outcomes and make data-driven decisions:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
 - o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
 - o Develop and target interventions based on confirmed hypotheses.
 - o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
 - o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound,

and measurable (e.g., SMART goals).

o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).

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

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

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

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

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

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

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

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

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data

will be collected and analyzed by PLCs and reported to the PSLT)

- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

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	Teacher

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, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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

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.

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
	Principal
Fourquarean, Daphne	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.

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: Extended School Year

Minutes added to school year: 10,800

Additional instruction in reading as required by State Statutue, including differentiated guided reading

Strategy Rationale

School's inclusion in the Low 300

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fourqurean, Daphne, daphne.fourqurean@hcps.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first 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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this 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 teachers plan rigorous Math lessons engaging students in problem solving using real world applications.
- G3.** Student achievement will increase when students will take part in computer assisted practice along with intensive guided reading, differentiated to their needs.
- G4.** The school will increase level of support to meet the social, economic, and academic needs of the students.

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

G098749

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

- 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 are able to utilize the problem solving process to create and sustain effective systems that support student achievement

Person Responsible

Daphne Fourqurean

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 teachers plan rigorous Math lessons engaging students in problem solving using real world applications. 1a

G098750

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- Plan rigorous lessons that engage students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leverage Leadership Team, iReady, district content coach support

Plan to Monitor Progress Toward G2. 8

Students actively engaged in mathematics lessons, solving real-world problems aligned to the rigor of the standards

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

Report cards, student academic data, FSA, teacher evaluation data

G3. Student achievement will increase when students will take part in computer assisted practice along with intensive guided reading, differentiated to their needs. 1a

G098751

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Support for implementation of intensive differentiated guided reading

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading coach, district reading team, resource teachers

Plan to Monitor Progress Toward G3. 8

Students are actively engaged in flexible, intensive guided reading groups, supported by weekly computer-assisted practice

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

FSA, iReady data, District formatives, teacher observation data, EWS data

G4. The school will increase level of support to meet the social, economic, and academic needs of the students. 1a

G098752

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal 3

- The need to support the partnership between school and home

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS/RTI
- Istation
- Mentors
- Professional Development
- Administration
- Tutors
- Reading Series
- Fair AP 1,2,3
- MYON
- Renaissance Place
- Extended Learning Program
- State and District Assessments
- KBIT
- KTEA
- Guidance Lessons

Plan to Monitor Progress Toward G4. 8

Best practices/standards-based instruction resulting in increased student academic achievement

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

Formatives, FAIR, Easy CBM, Common Assessments, RTI Rubric, learning walk data, EET data, lesson plans

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**

 G098749

G1.B1 Differentiated support is needed to support unique student needs **2**

 B265763

G1.B1.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**

 S281675

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

Daphne Fourqurean

Schedule

On 8/31/2018

Evidence of Completion

Unit Allocation

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

Supplemental support in the form of personnel has been provided, based on the needs, as described in the budget narrative.

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

personnel allocation reports

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

Students are being supported through access to support personnel differentiated to meet their needs, as reflected in the budget narrative.

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

Walkthroughs/observations, student achievement data

G2. Student achievement will increase when teachers plan rigorous Math lessons engaging students in problem solving using real world applications. 1

G098750

G2.B1 Plan rigorous lessons that engage students 2

B265764

G2.B1.S1 Implement lessons with real-world connections 4

S281676

Strategy Rationale

Engage students in application of mathematics concepts

Action Step 1 5

Implement use of iReady

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

iReady usage data

Action Step 2 5

Collaborate in PLCs to plan rigorous math lessons

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

Lesson Plans, PLC logs

Action Step 3 5

Create Rtl groups as measured by iReady diagnostic data

Person Responsible

Daphne Fourquarean

Schedule

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

Evidence of Completion

iReady diagnostic data

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

Lesson plans include real-world applications of mathematical concepts

Person Responsible

Daphne Fourquarean

Schedule

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

Evidence of Completion

Lesson Plans, PLC logs

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

Teachers presenting lessons that engage students in rigorous, real world applications of math concepts

Person Responsible

Daphne Fourquarean

Schedule

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

Evidence of Completion

Classroom observation data, math interactive notebook review data

G3. Student achievement will increase when students will take part in computer assisted practice along with intensive guided reading, differentiated to their needs. 1

G098751

G3.B1 Support for implementation of intensive differentiated guided reading 2

B265765

G3.B1.S1 Implement differentiated, intensive guided reading supported by computer assisted practice to meet reading academic needs. 4

S281677

Strategy Rationale

Action Step 1 5

Ensure flexible group of students for differentiated instruction utilizing multiple sources of data

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

Review of electronic data wall, reading data from a variety of sources (running record, iReady, district formative, EasyCBM, etc.)

Action Step 2 5

Organize and monitor a support system for teachers new to the computer-assisted instructional model, plan with coaches

Person Responsible

Daphne Fourqurean

Schedule

Weekly, from 8/2/2017 to 12/22/2017

Evidence of Completion

Lesson plans

Action Step 3 5

Identify and utilize appropriate supplemental reading materials to support teacher-directed instruction

Person Responsible

Daphne Fourquarean

Schedule

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

Evidence of Completion

Lesson plans, walkthrough/observation data

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

Teachers are planning for intensive, differentiated guided reading groups based on multiple data points

Person Responsible

Daphne Fourquarean

Schedule

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

Evidence of Completion

Lesson plans, academic data

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

Teachers are grouping students in intensive, guided reading groups supported by computer-assisted practice, where the groups are flexible

Person Responsible

Daphne Fourquarean

Schedule

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

Evidence of Completion

Lesson plans, student groupings, computer data, walkthrough/observation data

G4. The school will increase level of support to meet the social, economic, and academic needs of the students. 1

G098752

G4.B5 The need to support the partnership between school and home. 2

B265770

G4.B5.S1 To develop the partnership between school and home. 4

S281678

Strategy Rationale

Action Step 1 5

Consult regularly with staff from Metropolitan Ministries Shelter: Principal, Assistant Principal, Guidance Counselor, Social Worker, and Teachers

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

Minutes, agendas

Action Step 2 5

Collaborate with Metropolitan Ministries Shelter staff to enhance the family involvement.

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

Parent sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Parent Involvement

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

Student Agendas, Conference Night Attendance, Parent Night attendance, Student attendance

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Student Attendance & Parent Communication

Person Responsible

Daphne Fourqurean

Schedule

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

Evidence of Completion

student attendance rate, Parent events

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					
G4.MA1 M412157	Best practices/standards-based instruction resulting in increased student academic achievement	Fourqorean, Daphne	8/10/2016	Formatives, FAIR, Easy CBM, Common Assessments, RTI Rubric, learning walk data, EET data, lesson plans	5/26/2017 quarterly
G3.B1.S1.A2 A379937	Organize and monitor a support system for teachers new to the computer-assisted instructional...	Fourqorean, Daphne	8/2/2017	Lesson plans	12/22/2017 weekly
G1.MA1 M412148	Our personnel are able to utilize the problem solving process to create and sustain effective...	Fourqorean, Daphne	10/2/2017	KPI data, FSA data, school grade data, teacher evaluation data	5/25/2018 quarterly
G2.MA1 M412151	Students actively engaged in mathematics lessons, solving real-world problems aligned to the rigor...	Fourqorean, Daphne	8/2/2017	Report cards, student academic data, FSA, teacher evaluation data	5/25/2018 quarterly
G3.MA1 M412154	Students are actively engaged in flexible, intensive guided reading groups, supported by weekly...	Fourqorean, Daphne	8/2/2017	FSA, iReady data, District formatives, teacher observation data, EWS data	5/25/2018 daily
G1.B1.S1.MA1 M412146	Students are being supported through access to support personnel differentiated to meet their...	Fourqorean, Daphne	10/2/2017	Walkthroughs/observations, student achievement data	5/25/2018 quarterly
G1.B1.S1.MA1 M412147	Supplemental support in the form of personnel has been provided, based on the needs, as described...	Fourqorean, Daphne	10/2/2017	personnel allocation reports	5/25/2018 daily
G2.B1.S1.MA1 M412149	Teachers presenting lessons that engage students in rigorous, real world applications of math...	Fourqorean, Daphne	8/2/2017	Classroom observation data, math interactive notebook review data	5/25/2018 daily
G2.B1.S1.MA1 M412150	Lesson plans include real-world applications of mathematical concepts	Fourqorean, Daphne	8/2/2017	Lesson Plans, PLC logs	5/25/2018 weekly
G2.B1.S1.A1 A379933	Implement use of iReady	Fourqorean, Daphne	8/2/2017	iReady usage data	5/25/2018 weekly
G2.B1.S1.A2 A379934	Collaborate in PLCs to plan rigorous math lessons	Fourqorean, Daphne	8/2/2017	Lesson Plans, PLC logs	5/25/2018 weekly
G2.B1.S1.A3 A379935	Create Rtl groups as measured by iReady diagnostic data	Fourqorean, Daphne	8/2/2017	iReady diagnostic data	5/25/2018 triannually
G3.B1.S1.MA1 M412152	Teachers are grouping students in intensive, guided reading groups supported by computer-assisted...	Fourqorean, Daphne	8/2/2017	Lesson plans, student groupings, computer data, walkthrough/observation data	5/25/2018 daily
G3.B1.S1.MA1 M412153	Teachers are planning for intensive, differentiated guided reading groups based on multiple data...	Fourqorean, Daphne	8/2/2017	Lesson plans, academic data	5/25/2018 weekly
G3.B1.S1.A1 A379936	Ensure flexible group of students for differentiated instruction utilizing multiple sources of data	Fourqorean, Daphne	8/2/2017	Review of electronic data wall, reading data from a variety of sources (running record, iReady, district formative, EasyCBM, etc.)	5/25/2018 weekly
G3.B1.S1.A3 A379938	Identify and utilize appropriate supplemental reading materials to support teacher-directed...	Fourqorean, Daphne	8/2/2017	Lesson plans, walkthrough/observation data	5/25/2018 daily
G4.B5.S1.MA1 M412155	Student Attendance & Parent Communication	Fourqorean, Daphne	8/2/2017	student attendance rate, Parent events	5/25/2018 daily
G4.B5.S1.MA1 M412156	Parent Involvement	Fourqorean, Daphne	8/2/2017	Student Agendas, Conference Night Attendance, Parent Night attendance, Student attendance	5/25/2018 daily
G4.B5.S1.A1 A379939	Consult regularly with staff from Metropolitan Ministries Shelter: Principal, Assistant Principal,...	Fourqorean, Daphne	8/2/2017	Minutes, agendas	5/25/2018 weekly

Hillsborough - 0123 - Patricia Sullivan Metropolitan Ministries - 2017-18 SIP
Patricia Sullivan Metropolitan Ministries Partnership School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B5.S1.A2 A379940	Collaborate with Metropolitan Ministries Shelter staff to enhance the family involvement.	Fourquarean, Daphne	8/2/2017	Parent sign-in sheets	5/25/2018 daily
G1.B1.S1.A1 A379932	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support...	Fourquarean, Daphne	9/1/2017	Unit Allocation	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.

G3. Student achievement will increase when students will take part in computer assisted practice along with intensive guided reading, differentiated to their needs.

G3.B1 Support for implementation of intensive differentiated guided reading

G3.B1.S1 Implement differentiated, intensive guided reading supported by computer assisted practice to meet reading academic needs.

PD Opportunity 1

Organize and monitor a support system for teachers new to the computer-assisted instructional model, plan with coaches

Facilitator

Reading coach, resource teachers

Participants

Teachers, staff members new to computer-assisted model of instructional delivery

Schedule

Weekly, from 8/2/2017 to 12/22/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support implementation of PS-MTSS/Rtl systems, as reflected in the budget narrative				\$46,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0123 - Patricia Sullivan Metropolitan Ministries	UniSIG	0.83	\$41,581.00
			<i>Notes: 83% OF 1 Rtl Resource Teacher along with fringe benefits</i>			
	5100	510-Supplies	0123 - Patricia Sullivan Metropolitan Ministries	UniSIG	0.0	\$2,711.00
			<i>Notes: Classroom Supplies to include paper, ink, notebook paper, composition notebooks, pencils, pencil sharpeners, folders, notepads, marker, chart paper, copy paper</i>			
	7200	391-Subagreements up to \$25,000	0123 - Patricia Sullivan Metropolitan Ministries	UniSIG	0.0	\$2,108.00
			<i>Notes: Indirect Costs @ 4.76%</i>			
2	G2.B1.S1.A1	Implement use of iReady				\$0.00
3	G2.B1.S1.A2	Collaborate in PLCs to plan rigorous math lessons				\$0.00
4	G2.B1.S1.A3	Create Rtl groups as measured by iReady diagnostic data				\$0.00
5	G3.B1.S1.A1	Ensure flexible group of students for differentiated instruction utilizing multiple sources of data				\$0.00
6	G3.B1.S1.A2	Organize and monitor a support system for teachers new to the computer-assisted instructional model, plan with coaches				\$0.00
7	G3.B1.S1.A3	Identify and utilize appropriate supplemental reading materials to support teacher-directed instruction				\$0.00
8	G4.B5.S1.A1	Consult regularly with staff from Metropolitan Ministries Shelter: Principal, Assistant Principal, Guidance Counselor, Social Worker, and Teachers				\$0.00
9	G4.B5.S1.A2	Collaborate with Metropolitan Ministries Shelter staff to enhance the family involvement.				\$0.00
					Total:	\$46,400.00