

Hillsborough County Public Schools

Dorothy Thomas Center



2019-20 Schoolwide Improvement Plan

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Dorothy Thomas Center

3215 NUNDY RD, Tampa, FL 33618

[no web address on file]

Demographics

Principal: Kelly Simmons

Start Date for this Principal: 6/24/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-12 |
| Primary Service Type (per MSID File) | Special Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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3215 NUNDY RD, Tampa, FL 33618

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School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School KG-12 | No | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Special Education | No | % |

School Grades History

Year

Grade

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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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To reach each student by cultivating excellence in every child's tailored academic, social, emotional, and career growth in order to increase our graduation rate through a quality, comprehensive educational and therapeutic approach.

Provide the school's vision statement.

Preparing students to make responsible, positive choices in every aspect of their lives.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|-------------------|-----------|---|
| Jahn, Kimberly | Principal | Mrs. Jahn is responsible for supervising and leading the school leadership team. Mrs. Jahn also leads the assistant principal to provide instructional leadership to all teachers. |
| | | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)

20

Date this data was collected or last updated

Monday 6/24/2019

Prior Year - As Reported

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 57% | 61% | 0% | 60% | 57% |
| ELA Learning Gains | 0% | 56% | 59% | 0% | 60% | 57% |
| ELA Lowest 25th Percentile | 0% | 52% | 54% | 0% | 53% | 51% |
| Math Achievement | 0% | 55% | 62% | 0% | 60% | 58% |
| Math Learning Gains | 0% | 57% | 59% | 0% | 60% | 56% |
| Math Lowest 25th Percentile | 0% | 49% | 52% | 0% | 54% | 50% |
| Science Achievement | 0% | 50% | 56% | 0% | 54% | 53% |
| Social Studies Achievement | 0% | 77% | 78% | 0% | 78% | 75% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | | Total |
|---------------------------------|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 0% | 52% | -52% | 58% | -58% |
| | 2018 | 0% | 53% | -53% | 57% | -57% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 0% | 55% | -55% | 58% | -58% |
| | 2018 | 0% | 55% | -55% | 56% | -56% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | 0% | 54% | -54% | 56% | -56% |
| | 2018 | 0% | 51% | -51% | 55% | -55% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 0% | 53% | -53% | 54% | -54% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 0% | 52% | -52% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | 17% | 54% | -37% | 52% | -35% |
| | 2018 | 0% | 52% | -52% | 51% | -51% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | 17% | | | | |
| 08 | 2019 | 0% | 53% | -53% | 56% | -56% |
| | 2018 | 0% | 54% | -54% | 58% | -58% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | 0% | 55% | -55% | 55% | -55% |
| | 2018 | 0% | 53% | -53% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2019 | 0% | 53% | -53% | 53% | -53% |
| | 2018 | 0% | 52% | -52% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 0% | 54% | -54% | 62% | -62% |
| | 2018 | 0% | 55% | -55% | 62% | -62% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 0% | 57% | -57% | 64% | -64% |
| | 2018 | 0% | 57% | -57% | 62% | -62% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | 0% | 54% | -54% | 60% | -60% |
| | 2018 | 0% | 54% | -54% | 61% | -61% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 0% | 49% | -49% | 55% | -55% |
| | 2018 | 0% | 48% | -48% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | 15% | 62% | -47% | 54% | -39% |
| | 2018 | 0% | 61% | -61% | 54% | -54% |
| Same Grade Comparison | | 15% | | | | |
| Cohort Comparison | | 15% | | | | |
| 08 | 2019 | 0% | 31% | -31% | 46% | -46% |
| | 2018 | 0% | 29% | -29% | 45% | -45% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 0% | 51% | -51% | 53% | -53% |
| | 2018 | 0% | 52% | -52% | 55% | -55% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | 0% | 47% | -47% | 48% | -48% |
| | 2018 | 0% | 48% | -48% | 50% | -50% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 66% | -66% | 67% | -67% |
| 2018 | 0% | 62% | -62% | 65% | -65% |
| Compare | | 0% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 17% | 67% | -50% | 71% | -54% |
| 2018 | 0% | 65% | -65% | 71% | -71% |
| Compare | | 17% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 73% | -73% | 70% | -70% |
| 2018 | 0% | 70% | -70% | 68% | -68% |
| Compare | | 0% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 63% | -63% | 61% | -61% |
| 2018 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 57% | -57% | 57% | -57% |
| 2018 | 0% | 56% | -56% | 56% | -56% |
| Compare | | 0% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 18 | 43 | | 14 | 31 | | 10 | | | | |
| BLK | 21 | 57 | | 8 | 17 | | | | | | |
| WHT | 9 | | | 23 | | | | | | | |
| FRL | 19 | 44 | | 13 | 30 | | | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 23 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 116 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 23 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |

| Students With Disabilities | |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 26 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|--|-----|
| Federal Index - White Students | 16 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 27 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our students continue to struggle in English Language Arts. When the data was drilled down, it appears that identifying the main idea and supporting details should be an area of focus along with increasing vocabulary. Students also need to increase skills in data and statistics in the area of math.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our students continue to struggle in English Language Arts. When the data was drilled down, it appears that identifying the main idea and supporting details should be an area of focus along with increasing vocabulary. Students also need to increase skills in data and statistics in the area of math.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our students continue to struggle in English Language Arts. When the data was drilled down, it appears that identifying the main idea and supporting details should be an area of focus along with increasing vocabulary. Students also need to increase skills in data and statistics in the area of math.

Which data component showed the most improvement? What new actions did your school take in this area?

Students improved in craft and structure in English Language Arts and showed a slight improvement in numbers and operations, and expressions and equations in math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our students continue to struggle in English Language Arts. When the data was drilled down, it appears that identifying the main idea and supporting details should be an area of focus along with increasing vocabulary. Students also need to increase skills in data and statistics in the area of math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Identifying main idea and supporting details
2. Increasing math skills in data and statistics
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

| | |
|------------------|---|
| Title | Increasing positive behavior and social emotional learning |
| Rationale | Our students are all identified as students with disabilities who are in need of intense behavior supports. They all receive accommodations and specialized instruction according to their individual education plans. Although they may be eligible for a variety of special education categories, they are all placed at our school for behavioral, social and emotional support. |

State the measurable outcome the school plans to achieve Time spent by students in the classroom setting receiving instruction will increase when PBIS protocols with multi-leveled classroom behavior interventions are implemented with consistency and fidelity by all staff involved with students across the campus.

Person responsible for monitoring outcome Kimberly Jahn (kimberly.jahn@hcps.net)

Evidence-based Strategy Positive Behavior Intervention Systems (PBIS) is a research based approach used to increase positive student behaviors. PBIS will be utilized campus wide.

Rationale for Evidence-based Strategy The school improvement team has identified a need for increased consistency across classrooms with recording and monitoring student behaviors.

Action Step

| | |
|---------------------------|--|
| Description | <ol style="list-style-type: none"> 1. Request funding form Kickboard program 2. Provide school wide training on Kickboard program during preplanning 3. Create Student Behavior Data committee to provide continuous monitoring of Kickboard data 4. Adjust student target behaviors within Kickboard based on data trends 5. |
| Person Responsible | Kimberly Jahn (kimberly.jahn@hcps.net) |

| | |
|---|---|
| #2 | |
| Title | Increase instructional rigor and academic stamina |
| Rationale | Students at our school demonstrate mastery of instructional standards on a daily basis, however, seldom perform well on high stakes assessments. |
| State the measurable outcome the school plans to achieve | Student achievement will increase when teachers plan purposefully and students are engaged in learning tasks that are directly aligned with the State of Florida grade level academic standards while using current technology resources including iPads and Smartboards. |
| Person responsible for monitoring outcome | Kimberly Jahn (kimberly.jahn@hcps.net) |
| Evidence-based Strategy | Provision of rigorous instruction throughout the entire class period will increase student academic stamina and achievement. |
| Rationale for Evidence-based Strategy | Data shows that providing instruction throughout the class period prepares students for lengthy, high stakes testing by increasing their ability to remain focused on academic tasks for extended periods of time. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Request funding for technology purchases (iPads, Smartboards, etc.) 2. Provide content standards training throughout school year (provided by content supervisors) 3. Administrators and other relevant personnel conduct frequent walkthroughs and provide timely feedback 4. Administrators will complete coaching cycles with some teachers based on walkthrough data 5. Lesson plans collected multiple times a year to provide feedback 6. Request substitutes as needed for teachers to shadow for a day at a traditional site. |
| Person Responsible | Kimberly Jahn (kimberly.jahn@hcps.net) |

| #3 | |
|---|---|
| Title | Increasing positive communication with families |
| Rationale | Historically, our students families are less engaged with the school than desired. By being proactive and reaching out to our families, especially with positive student updates, it is believed that this will improve communication and enhance relationships in order to provide the support necessary to increase student achievement. |
| State the measurable outcome the school plans to achieve | Teachers will use Remind to increase positive communication with parents and guardians by sending information about student accomplishments in real time. Teachers will make a minimum of 3 positive contacts per week. |
| Person responsible for monitoring outcome | Kimberly Jahn (kimberly.jahn@hcps.net) |
| Evidence-based Strategy | Research shows that increasing communication with families will improve home to school engagement. |
| Rationale for Evidence-based Strategy | Sign in sheets from conference nights, Open House, and other school events shows a low percentage of attendance by our families. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Request funding for the Remind system. 2. Teacher training on the Remind system.. 3. Develop norms for positive family communication 4. Administrators will monitor frequency of positive communication and provide timely feedback 5. Conduct a minimum of 2 family surveys to gather feedback on communication |
| Person Responsible | [no one identified] |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Increasing positive communication with our families has been identified as one of our Areas of Focus. We will also provide ample notice to families of upcoming events at our school. Provision of family

training programs at the school will also be a priority this year including but not limited to Trauma Informed Care training.

PFEF Link

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

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.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly and the meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions.

Title I:

Part A

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

Part D

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

Title II

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement.

Title III

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all.

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.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|--------|--------|--|--------|
| 1 | III.A. | Areas of Focus: Increasing positive behavior and social emotional learning | \$0.00 |
| 2 | III.A. | Areas of Focus: Increase instructional rigor and academic stamina | \$0.00 |
| 3 | III.A. | Areas of Focus: Increasing positive communication with families | \$0.00 |
| Total: | | | \$0.00 |