

Hillsborough County Public Schools

Patricia Sullivan Metropolitan Ministries Partnership



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	18
Budget to Support Goals	19

Patricia Sullivan Metropolitan Ministries Partnership School

102 E PALM AVE, Tampa, FL 33602

[no web address on file]

Demographics

Principal: Dave Mcmeen

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (50%) 2016-17: F (25%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	19

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	F

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SIP Authority

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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 provide an education and the supports that enable each student to excel as a successful and responsible citizen.

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

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:

Preparing Students for Life

District Vision: Preparing Students for Life

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
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Mc Meen, Dave	Principal	<p>Title: Principal Job Codes: Principal, Elementary – 10182 POSITION SUMMARY: The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards. SPECIFIC DUTIES & RESPONSIBILITIES: ? Develops and coordinates educational programs through meetings with staff, reviews of teachers’ activities, and issuance of directives. ? Administers and develops educational programs for students with mental or physical disabilities. ? Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? Requisitions and allocates supplies, equipment, and instructional material as needed. ? Directs preparation of class schedules, cumulative records, and attendance reports. ? Walks about school building and property to monitor safety and security.</p> <p>Title: Title: Principal Job Codes: 10182, 10180, 12077 2 ? Plans and monitors school budget. ? Plans for and directs building maintenance. ? Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district. COMPETENCIES: The following competencies are representative of specific skills, abilities, and attributes that must be demonstrated to perform this job successfully. Cost Consciousness: Works within approved budget. Conserves organizational resources. Develops and implements cost saving measures. Contributes to profits and revenue. Planning & Organization: Prioritizes and plans work activities. Uses time efficiently. Plans for additional resources. Integrates changes smoothly. Sets goals and objectives. Works in an organized manner. Managing People: Provides direction and gains compliance. Includes subordinates in planning. Takes responsibility for subordinates' activities. Makes self available to subordinates. Provides regular performance feedback. Develops subordinates' skills and encourages growth. Quality Management: Fosters quality focus in others. Sets clear quality requirements. Measures key outcomes. Solicits and applies customer feedback. Improves processes, products, and services. Recruitment & Staffing: Utilizes recruitment sources. Exhibits sound interviewing skills. Presents positive, realistic view of the organization. Analyzes and forecasts staffing needs. Makes quality hiring decisions. QUALIFICATIONS: The requirements listed below are representative of the</p>
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Name	Title	Job Duties and Responsibilities
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knowledge, skill, and/or ability required to perform this job successfully.
 Education: A master’s degree in Education Leadership or equivalent. Sixty hours of ESOL training within two years of appointment for K-12 principals.
 Experience: Prior school-based administrative experience required.
 Certificates/Licenses/Registrations: Florida School Principal Certification required (Vocational Education Director or Adult Administration Certification required for Adult/ Technical Centers).
 Title: Title: Principal
 Job Codes: 10182, 10180, 12077
 3
 Language Skills: Reads and interprets general business and professional journals, technical procedures, or regulations. Writes reports, correspondence, and manuals. Effectively presents and responds to questions from managers and the public.
 Mathematical Skills: Works with math concepts such as probability and statistical inference, and fundamentals of geometry and trigonometry. Applies concepts such as fractions, percentages, ratios, and proportions to practical situations.
 Reasoning Ability: Solves practical problems and deals with a variety of concrete variables in situations where only limited standardization exists. Interprets a variety of instructions furnished in written, oral, diagram, or schedule form.
 Computer Skills: Microsoft Office.
 PHYSICAL DEMANDS:
 Physical Activities: Standing, walking, sitting, talking and hearing.
 Lifting Demands: Up to 10 pounds.
 Reaching Activities: Both dominant and non-dominant hand; overhead.
 Environmental Conditions: Noise Intensity 3 moderate.
 OTHER REQUIREMENTS: Published address and telephone number; subject to the provisions and expectation of the Hillsborough County Teacher Tenure Act.
 SUPERVISORY EXPECTATIONS: Manage assigned clerical staff and subordinate professional personnel in one or more sections of the department. Take responsibility for the overall direction, coordination, and evaluation of assigned teams. Carry out supervisory responsibilities in accordance with the district’s policies and applicable state and federal laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.
 Title: Title: Principal
 Job Codes: 10182, 10180, 12077
 4
 DISTRICT EXPECTATIONS: All district employees must:
 ? Demonstrate regular and predictable attendance. Physical presence is a part of a reliable and predictable pattern of attendance.
 ? Support the district’s vision, mission, goals, and Strategic Plan.
 ? Engage in civility, respect, and professionalism.
 ? Maintain the professional knowledge and skills necessary to perform the essential duties and responsibilities of their positions.

Demographic Information

Principal start date
 Sunday 7/1/2018, Dave Mcmeen

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

15

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (50%) 2016-17: F (25%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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	11	17	14	16	10	14	0	0	0	0	0	0	0	82
Attendance below 90 percent	2	3	4	5	3	5	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	1	4	2	3	0	1	0	0	0	0	0	0	0	11
Course failure in Math	1	2	2	2	0	1	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6

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	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	1	0	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 10/29/2020

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	
Number of students enrolled	19	12	13	13	14	19	0	0	0	0	0	0	0	90
Attendance below 90 percent	3	3	4	4	1	1	0	0	0	0	0	0	0	16
One or more suspensions	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	2	3	5	0	0	0	0	0	0	0	10

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	4	4	10	0	0	0	0	0	0	0	18
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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	2	1	3	0	0	0	0	0	0	0	6
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Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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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	

Number of students enrolled	19	12	13	13	14	19	0	0	0	0	0	0	0	90
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Attendance below 90 percent	3	1	3	2	4	3	0	0	0	0	0	0	0	16
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA or Math	1	0	0	3	0	0	0	0	0	0	0	0	0	4
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Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	1	3	2	3	0	2	0	0	0	0	0	0	0	11
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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	1	0	0	3	0	0	0	0	0	0	0	0	0	4
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	53%	52%	57%	37%	52%	55%
ELA Learning Gains	52%	55%	58%	48%	55%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	51%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	49%	54%	63%	26%	53%	61%
Math Learning Gains	62%	57%	62%	13%	54%	61%
Math Lowest 25th Percentile	0%	46%	51%	0%	46%	51%
Science Achievement	57%	50%	53%	0%	48%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	52%	8%	58%	2%
	2018	23%	53%	-30%	57%	-34%
Same Grade Comparison		37%				
Cohort Comparison						
04	2019	33%	55%	-22%	58%	-25%
	2018	53%	55%	-2%	56%	-3%
Same Grade Comparison		-20%				
Cohort Comparison		10%				
05	2019	57%	54%	3%	56%	1%
	2018	40%	51%	-11%	55%	-15%
Same Grade Comparison		17%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	54%	9%	62%	1%
	2018	27%	55%	-28%	62%	-35%
Same Grade Comparison		36%				
Cohort Comparison						
04	2019	33%	57%	-24%	64%	-31%
	2018	47%	57%	-10%	62%	-15%
Same Grade Comparison		-14%				
Cohort Comparison		6%				
05	2019	36%	54%	-18%	60%	-24%
	2018	20%	54%	-34%	61%	-41%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		16%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	51%	2%	53%	0%
	2018	40%	52%	-12%	55%	-15%
Same Grade Comparison		13%				
Cohort Comparison						

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	20			40							
BLK	38			38							
HSP	62	36		50	40						
FRL	53	52		49	62		57				
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
BLK	38	71		17	36						
HSP	53	73		47	64						
FRL	45	68		34	55		46				
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
SWD	18			9							
BLK	11	38		5	8						
HSP	58			33							
FRL	37	48		26	13						

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)	TS&I
OVERALL Federal Index – All Students	55

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	5
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
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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%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

School made assessments, I-Ready and district formative assessment data indicated that fifth grade reading, math and science data showed lower overall scoring averages than the previous year. This year we had a higher number of ESE students enroll with us. IEP's were out of compliance, students with attendance gaps and almost all of them had a previous retention. Many initial assessments showed that the students were more than two years behind their peer group.

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

Fifth grade ESE students in particular showed the greatest decline from previous years data. Prior student attendance was a factor in below level progress. ESE students had learning gaps because of the inconsistent instruction. More than 40% of our student population is at risk because of mobility. The high mobility is hard for students to move in/out all the while the instructional standards that are to be taught are sometimes missed.

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.

Fifth grade reading and science would have shown the greatest gap to the state average if FSA assessment would have been given. Inconsistent school attendance and learning gaps of state standards.

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

Kindergarten readiness scores showed positive gains from previous beginning of the year assessment data. Grade three and four showed positive learning gains in both reading and math. Primary grades have had a strong phonics and early intervention reading instructional plan in place. These new instructional practices have helped students with their foundational reading skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The concern that consistently shows up every year is student attendance and tardiness. This compounds the learning and foundational skills are missed for many students that are homeless or have high absenteeism. No matter the grade this impact the learning for any student.

We have addressed the foundational reading concerns with a strong emphasis on phonics instruction and a strong MTSS process to provide remediation and intervention through tutorial support during the day, after school and on select weekends.

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

1. Math and Science instruction in grades 3-5.
2. Reading instruction in grades 3-5.
3. Foundational reading instruction in grades K-3.
4. Student Attendance
5. Parent engagement and action steps in their child's academic future

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

With the start of a new school year, we saw the number of students enrolled change slightly this year due to COVID and housing changes at Metropolitan Ministries. After reviewing our preliminary intermediate ELA student diagnostic data it was evident and clear that our intermediate students would benefit from targeted ELA interventions. Students have not received face to face instruction from their teachers for almost seven months and the data is showing the learning loss.

Measurable Outcome:

Twenty out of thirty-eight (52%) students in grades 3-5 are identified as being Tier 2-3 in reading. By the end of the year our school goal is to reduce the number of students in our Tier 2-3 group to nine out of thirty-eight or 26%.

Person responsible for monitoring outcome:

Dave Mc Meen (dave.mcmeen@hcps.net)

Evidence-based Strategy:

Reading Interventions provides students with an opportunity to increase reading, writing, test taking, and study skills at their instructional level. Each class is designed to meet the individual needs of students within a small group setting and this is how we target the instruction by grouping our students in meaningful groups during Rtl.

Rationale for Evidence-based Strategy:

Our school district has been using I-Ready and our school will continue to use this reading program to offer specific level based instruction based on their diagnostic assessments. In addition, school staff will be scheduled into the intermediate grade level classes to work with small groups during the teacher's ELA reading block.

Action Steps to Implement

As the school principal and only administrator on this campus our leadership team meets every Tuesday to review student data. During these scheduled meetings a review of student data is also done collectively to review the running four week student data regarding student progress. Instructional strategies are discussed and reviewed and an implementation schedule is then coordinated. We will repeat this cycle throughout the school year which allows for our small groups to be fluid and allow students to receive support when/where it is needed the most.

In addition, we must focus on our two subgroups that had less than 41% making improvements; Students with Disabilities and our African American students. Students in these subgroups will be reviewed and monitor interventions being provided at our weekly Leadership Team meetings. Adjustments to interventions will be monitored closely.

Person Responsible

Dave Mc Meen (dave.mcmeen@hcps.net)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As the school principal, I have taken steps to hire a math/science resource teacher that will assist in students data analysis, work with teachers in delivering instruction based on state standards in both of these areas for the 2020-2021 school year. During the previous school year (2019-2020) I was able to hire a reading resource teacher with a strong writing background. The reading resource teacher took a new approach to increase student and teacher knowledge in writing and integrated this during the ELA block for grades 3-5. Writing was no longer taught in isolation and students started connecting more to the text and different genres. I worked with our media specialist to increase our student's awareness to read more books this year than last and incentivize students for doing so. Students were recognized consistently throughout the school year for making or exceeding their goal. For students struggling in reading (many being ESE) a schedule was designed to push interventions through a coordinated effort by using tutors, mentors and building level subs. The ILT team tracked student progress and offered supports as needed.

With the recent COVID-19 changes to student learning during the last nine weeks of the 2020 school year, it has been clear to see that student learning is directly impacted by the strong parent to student presence during instructional time with the teacher. The principal will be working with the Metropolitan staff to coordinate efforts to engage parents more with their child's learning. eLearning and technology training will have to be offered to all parents so they better understand how their child can benefit from online instruction either as a supplement during a normal academic calendar or as the new normal for instructing students during a pandemic.

Student attendance will continue to be an ongoing focus because without students attending school regularly student academic growth is compromised. The school's leadership team will continue to meet and conference with parents regarding the importance of school attendance.

Emotional and social learning will also continue to be taught to our students. There is clear evidence that a student or parent that has a strong support system in place can and will navigate through traumatic times much better. The InnerExplorer mindfulness program that is offered and provided daily to our students will be an ongoing part of the student's schedule each morning. Student suspensions have improved from the prior year, student's ability to focus on the topic of instruction, student's self esteem is improving as data shows that students are reading more books, sharing what they are reading with others and are better able to cope with their personal stress.

As the pandemic improves and is no longer a major threat, the mentor program will be offered once again as this will impact student overall academic and social growth as they connect with people within our community.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Sullivan Partnership School was established more than five years ago. The School Board and Metropolitan Ministries established these parameters to provide the best of what each stakeholder has to offer. Metropolitan Ministries provided a school adjacent to their main campus and the school district was able to leverage their great resources for curriculum and personnel. The relationship between both parties is further strengthened through an open relationship. Weekly meetings were established by the principal and key staff from Metropolitan were able to discuss together the steps and supports needed for our students and families. To further support the school's effort to impact the students the most, a mentor program was established and many professional people working in the downtown district are able to come on campus and eat lunch with a student. This positive role model supports our efforts to build and strengthen the child. There are words of encouragement that our mentors offer which in turn supports the very actions we are stating on a daily basis with our students. The Straz Center has also partnered with Metropolitan and Sullivan Partnership School and a teacher from the Straz works with our music teacher each week. Our K-2 students work throughout the year to then perform a winter concert and performance and our grades 3-5 students wrap up each year with an end of the year showcase that is performed at the Straz Center. Parents and community members associated with the school or Metropolitan are able to attend. In addition, the Straz Center provides our entire school the opportunity to enjoy a short performance of the Nutcracker each December. A parent family night is also scheduled early in the fall each school year. This provides the parents a chance to understand more about why we teach what we teach.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$130,000.00