Patricia Sullivan Metropolitan Ministries Partnership School

2021-22 Schoolwide Improvement Plan

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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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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102 E PALM AVE, Tampa, FL 33602

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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.

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	Position Title	Job Duties and Responsibilities
Mc Meen, Dave	Principal	Team Leader and Communication Schoolwide data review
Wagner, Amanda	SAC Member	Third grade teacher and SAC chair.
Brown, Kathy	Assistant Principal	Discipline and behavior monitor RTI group monitor
Russo, Angela	Curriculum Resource Teacher	Reading and Writing Resource Teacher
DeHart, Carolyn	School Counselor	CST Chair
Morisi, Christina	Psychologist	Progress Monitoring PBIS Recorder
Orlando, Jody	Attendance/Social Work	Attendance monitor

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.*

3

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

80

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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	17	10	17	15	10	10	0	0	0	0	0	0	0	79
Attendance below 90 percent	1	3	2	4	2	2	0	0	0	0	0	0	0	14
One or more suspensions	0	1	0	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	1	2	1	4	0	0	0	0	0	0	0	0	0	8
Course failure in Math	1	2	1	4	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	2	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	4	4	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	1	1	4	1	3	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	1	1	2	4	1	3	0	0	0	0	0	0	0	12

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

Date this data was collected or last updated

Tuesday 8/17/2021

2020-21 - 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	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	

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	

2020-21 - 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	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	

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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	52%	57%	45%	52%	56%
ELA Learning Gains				52%	55%	58%	68%	52%	55%
ELA Lowest 25th Percentile					50%	53%		46%	48%
Math Achievement				49%	54%	63%	34%	55%	62%
Math Learning Gains				62%	57%	62%	55%	57%	59%
Math Lowest 25th Percentile					46%	51%		44%	47%
Science Achievement				57%	50%	53%	46%	51%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	60%	52%	8%	58%	2%
Cohort Comparison						
04	2021					
	2019	33%	55%	-22%	58%	-25%
Cohort Comparison		-60%				
05	2021					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	54%	9%	62%	1%
Cohort Comparison						
04	2021					
	2019	33%	57%	-24%	64%	-31%
Cohort Comparison		-63%				
05	2021					
	2019	36%	54%	-18%	60%	-24%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	51%	2%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-Ready
District Science Assessment

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	11%	41%	44%
	Economically Disadvantaged	11%	41%	44%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	17%	29%	50%
	Economically Disadvantaged	17%	0%	50%
	Students With Disabilities	0%	0%	50%
	English Language Learners	0%	0%	0%

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	8%	25%	54%
	Economically Disadvantaged	8%	25%	54%
	Students With Disabilities	0%	0%	33%
	English Language Learners	0%	100%	0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	0%	0%	15%
	Economically Disadvantaged	0%	0%	15%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	8%	23%
	Economically Disadvantaged	0%	8%	23%
	Students With Disabilities	0%	0%	17%
	English Language Learners	0%	8%	23%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	9%	27%
	Economically Disadvantaged	0%	9%	27%
	Students With Disabilities	0%	17%	20%
	English Language Learners	0%	9%	27%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	22%	44%
	Economically Disadvantaged	0%	22%	44%
	Students With Disabilities	0%	22%	44%
	English Language Learners	0%	22%	44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	22%
	Economically Disadvantaged	0%	0%	22%
	Students With Disabilities	0%	0%	22%
	English Language Learners	0%	0%	22%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	30%	40%
	Economically Disadvantaged	18%	30%	40%
	Students With Disabilities	0%	33%	0%
	English Language Learners	18%	30%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	30%	44%
	Economically Disadvantaged	18%	30%	44%
	Students With Disabilities	0%	33%	0%
	English Language Learners	18%	30%	44%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	18%	-	50%
	Economically Disadvantaged	18%	-	44%
	Students With Disabilities	0%	-	0%
	English Language Learners	18%	-	44%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
BLK	39			39							
FRL	58			60	70		50				
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					

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	238
Total Components for the Federal Index	4
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	39
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

School enrollment was slightly lower during the 2020-2021 school year due to the pandemic. School received a school grade based on four cells (ELA Ach, Math Ach, Science and Math Learning Gains). Each area increased from the 2018-2019 data except Science which saw a slight decrease. In addition to reviewing the FSA data along with the I-Ready diagnostic data there was clear evidence showing that students with disabilities will need to continue to be a focus.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement would be in the area of Math Achievement. While there has been an increase in our year to year score data the progress monitoring of data clearly shows that students are below grade level when students test using the I-Ready diagnostic.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students are enrolled and begin attending but show up with high absenteeism, missing MTSS information, inconsistent intervention instruction and high mobility.

New actions steps include a thorough review of all documents during the enrollment process. Scheduling a conference as soon as possible as beginning of the year assessment data is gathered and intervention instruction implemented as soon as possible. Interventions will be provided to students in Math as well as Reading as deemed appropriate.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Fifth grade FSA science data showed the greatest gain and the highest percentage of growth in the school's history.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Fifth grade Science instruction ensured adequate instruction began as soon as possible and in third and fourth grade as well. Science vocabulary was another area that allowed students to have the greatest understanding of the content.

What strategies will need to be implemented in order to accelerate learning?

To help accelerate learning moving forward it is vital that our school uses the beginning of the year assessments to determine what prior year content remained with the student and which standards need more development. RTi groups will be formed based on student knowledge, include read alouds to students during lunch periods, ensure RTI groups include math and reading strategies, employ the help of the parents to work with their child after school.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our unique school has one teacher per grade level which also presents a challenge of planning with other grade level teachers. The reading resource teacher and Varying Exceptionality-ESE teacher both consistently plan with all grade 3-5 teachers each week. We ensure that writing instruction is also part of each ELA block.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Sustainability of improvement will come through the continual planning and implementation of strategies and interventions that meet specific student needs. It is important to note that there is a strong relationship of support between the resource teacher and grade level teachers. I-Ready support staff meet with administration and teachers throughout the year to review data and to provide insight and support on next steps.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	In reviewing the 2021 FSA data it is easy to see that the overall data within the four areas showed that our students performed well. Additional data was reviewed using I-Ready diagnostic data from Fall, Winter and Spring and the data showed that a high percentage of students started the year not at a proficient level. This was true for both reading and math data, in particular Student with Disabilities and Black students. By looking closely in grades 1-5, there is clear evidence that math was the lower of the two content areas even though significant improvements were made by the Spring assessment. It should also be noted that there was a lower number of students enrolled this past year of which approximately thirty-one students would count toward our overall school grade. In addition, there would be exactly ten student scores in grades 3-5 used to calculate math learning gains this school year. The lower enrollment numbers this past year, significantly increased the value that each students' score counts for or against our overall school grade.
Measurable Outcome:	At least 50% of the students in grades 3-5 will score in the proficiency category by the last I-Ready math diagnostic assessment.
Monitoring:	Students will take the I-Ready math diagnostic assessment in the fall, winter and spring and data will be monitored for progress toward the desired measurable outcome.
Person responsible for monitoring outcome:	Dave Mc Meen (dave.mcmeen@hcps.net)
Evidence-based Strategy:	The MTSS process will be followed by identifying students into the three tier system. After each I-Ready diagnostic assessment (3x), students will receive instruction that is specific to the skill that the students are deficient. This will provide immediate, intensive and direct instruction.
Rationale for Evidence-based Strategy:	Instructional priorities is an important focus to have schoolwide and "explicit instruction" is one instructional priority that our school will focus on this school year. Explicit instruction will be used to provide clear, straight forward directions and the teachers will be able to explain and demonstrate to effectively model instruction by breaking down the delivery of the instruction into manageable steps for all learners.

Action Steps to Implement

The Leadership Team will review all Students with Disabilities student assessments (prior and current).

Person Responsible	Carolyn DeHart (carolyn.dehart@hcps.net)

Varying Exceptionality teacher will review all IEP paperwork in the student's cum record.

Person Responsible	Carolyn DeHart (carolyn.dehart@hcps.net)

The Leadership Team will ensure interventions are being provided with fidelity that matches the students' needs.

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

Parent conferences will be held when student data is available to encourage parents to support our teacher's efforts in the classroom.

Person Responsible	Kathy Brown (kathy.brown@hcps.net)

Principal will observe teachers teaching and provide feedback as needed.

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

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	In reviewing the 2021 FSA data it is easy to see that the overall data within the four areas showed that our students performed well. Additional data was reviewed using I-Ready diagnostic data from Fall, Winter and Spring and the data showed that a high percentage of students started the year not at a proficient level. This was true for both reading and math data, in particular Student with Disabilities and Black students. By looking closely in grades 1-5, there is clear evidence that math was the lower of the two content areas even though significant improvements were made by the Spring assessment. It should also be noted that there was a lower number of students enrolled this past year of which approximately thirty-one students would count toward our overall school grade. In addition, there would be exactly ten student scores in grades 3-5 used to calculate math learning gains this school year. The lower enrollment numbers this past year, significantly increased the value that each students' score counts for or against our overall school grade.
Measurable Outcome:	At least 50% of the students in grades 3-5 will score in the proficiency category by the last I-Ready math diagnostic assessment.
Monitoring:	Students will take the I-Ready math diagnostic assessment in the fall, winter and spring and data will be monitored for progress toward the desired measurable outcome.
Person responsible for monitoring outcome:	Kathy Brown (kathy.brown@hcps.net)
Evidence-based Strategy:	The MTSS process will be followed by identifying students into the three tier system. After each I-Ready diagnostic assessment (3x), students will receive instruction that is specific to the skill that the students are deficient. This will provide immediate, intensive and direct instruction.
Rationale for Evidence-based Strategy:	Instructional priorities is an important focus to have schoolwide and "explicit instruction" is one instructional priority that our school will focus on this school year. Explicit instruction will be used to provide clear, straight forward directions and the teachers will be able to explain and demonstrate to effectively model instruction by breaking down the delivery of the instruction into manageable steps for all learners.

Action Steps to Implement

The Leadership Team will ensure interventions are being provided with fidelity that matches the students' needs.

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

Parent conferences will be held when student data is available to encourage parents to support our teacher's efforts in the classroom.

Person Responsible	Kathy Brown (kathy.brown@hcps.net)

Principal will observe teachers teaching and provide feedback as needed.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

At the time of the report of school data in SafeSchoolsfor Alex.org, our school had 91 students enrolled in 2019. School and State data is compared by looking at the number of incidents per 100 students enrolled at each school. Our school had one incident reported, which places our incident rate at 1.1% with a statewide ranking of 1,013 out of 1,395 schools. Because of our low enrollment the ranking of our school is listed in a "high" category but this reporting of data does not give a true or accurate reflection of our school or how we address the needs of our students.

Our Leadership team meets every week to discuss student data (attendance, behavior, academic, social /emotional needs, family updates, etc.) within each grade level band. An action plan is then developed of who, what, when is developed for next steps.

Proactive steps are always looked at as to what we can do as a school to provide the best opportunity to address our student needs. The entire school staff meets on a weekly basis to ensure steps are being taken accordingly. We begin our day making sure breakfast is provided, followed by the morning show which includes engaging in a mindfulness presentation that allows the student to be more present with their daily activities vs a constant state of negative past experiences. Our school has a schoolwide behavior plan that uses the PBIS platform as a template and students are rewarded for making positive/healthy choices.

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.

Sullivan Partnership School is a unique school in Hillsborough County Florida and is associated with Metropolitan Ministries. Student enrollment comes from many families residing on the Metropolitan Ministries campus either in short or long term housing with the additional students enrolling through the district's School Choice program . Sullivan Partnership School is not a neighborhood school in the traditional sense like the other schools in the school district. Students enrolled at Sullivan Partnership School stay a few months to a few years depending on the needs of the family. The partnership was established over seven years ago with Metropolitan Ministries owning the property and school building. The school district provides the staff and curriculum for the K-5 school. There is one homeroom/classroom teacher per grade level, K-5.

Building a strong culture involves building a system of expectations. Students are always expected to follow the school rules. Teachers will review specific expectations for their class with each student. Faculty and staff are available throughout the day to speak with a student when they are angry or upset. No one should ever take their anger out on another student or staff member.

We practice the Seven Habits for Healthy Kids. These seven principles when utilized properly provide the right culture and environment for students to learn and grow to be healthy responsible adults. Please review the flyer provided with these documents for more information.

1. You're in Charge 2. Have a Plan 3. Work First, Then Play
4. Everyone Can Win 5. Listen Before You Talk
6. Together Is Better 7. Balance Feels Best

InnerExplorer is a program that is offered for all students in grades K-5 to assist the student to prepare their mind and body for the instructional day of learning. This daily program helps student release the past thoughts that may distract the brain from engaging in the current academic area being taught by the teacher. If the brain is occupied by past events then the ability to focus becomes more difficult, thus learning becomes more difficult.

InnerExplorer is a non-profit organization whose mission is to provide mindfulness in schools for PreK-12 classrooms, helping children develop self-awareness, self-control, resilience and compassion. Sullivan students start their day following a guided lesson (about 10 minutes) that helps them set the tone for engaging in a day learning. Students who consistently engage in this program have shown a greater love for learning and greater academic results.

Positive Behavior Interventions and Support(PBIS) was implemented over five years ago at Sullivan Partnership School and it continues to be a viable part of the school culture today. The goal of including PBIS in our school is to create a positive school climate, in which students learn and grow (academically and behaviorally). In short, our positive school climate includes the following: a feeling of safety, respect to others and ourselves, engagement in learning, a shared vision with the students, teachers, staff and parents.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Dave McMeen, Principal
The principal is key to bring stakeholders together around a common vision. The capacity to build strong relationships with faculty, staff, students, parents and the community is also very important. The principal will be engaged in all steps along the way from greeting students and parents when they arrive on campus, to organizing the leadership team, planning events for students and staff, ensuring that the MTSS process is followed and interventions are being done to meet student needs, conferencing with parents, leading by example and teaching during the day, monitoring teacher instruction and providing feedback as needed. These are all important parts of the principal's job to ensure that the culture for learning is the best that it can be.

Kathy Brown, Assistant Principal
The assistant principal follows the lead of the principal and is able to complete all of the above in his absence. The assistant principal plays an important role in monitoring student data to include academics and behavior. Supporting teachers with planning, instructional materials, testing and administration are all areas to help maintain a positive and safe environment.

Carolyn DeHart, Guidance Counselor
The Guidance Counselor provides weekly guidance lessons and is an advocate for building student's self esteem and counseling students in a variety of topics and ways. Mentoring and counseling students is another key role in supporting the school's healthy environment.

Angela Russo, Reading Resource Teacher
The Reading Resource Teacher works directly with the grade 3-5 teachers including the Varying Exceptionality teacher. The Reading Resource Teacher plans each week with teachers and provide clear and explicit writing instruction for students. The Reading Resource Teacher interacts with students and teachers and is a great role model for instruction as well as building student's self esteem.

Christina Morisi, Psychologist (2 days a week)
The school psychologist has a limited work schedule on our campus but is a great advocate for counseling with students and providing a positive behavior rewards program for all students.

Jody Orlando, School Social Worker (2 days a week)
The School Social Worker has a limited work schedule on our campus but is a great advocate for counseling with students and providing a positive behavior rewards program for all students. She is also involved with monitoring student attendance.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
		Total:	$0.00