

Hillsborough County Public Schools

Dorothy Thomas Center



2022-23 Ungraded 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: 6/13/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Dorothy Thomas will 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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Dorothy Thomas is a school culture where teachers and staff embrace and support diversity in the classroom which positively impacts the school community. When this occurs, our school community creates a safe, supportive and purposeful environment for both students and staff which, in turn, allows students to grow — academically and socially. In an increasingly fragmented society, it's our school's goal to attain the ability to connect with peers, coworkers and neighbors with diverse backgrounds which is invaluable. Diversity improves critical-thinking skills, builds empathy and encourages students to think differently and make positive choices.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Simmons, Kelly	Principal	Mrs. Simmons is responsible for supervising and leading the school leadership team. Mrs. Simmons also leads the assistant principal to provide instructional leadership and support to all teachers and staff members.
Gremlisanders, Maria	Instructional Technology	Dr. Sanders is the Business Technology teacher, SIP lead, SAC chair

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information

Principal start date

Saturday 6/13/2020, Kelly Simmons

Total number of students enrolled at the school.

40

Total number of teacher positions allocated to the school.

18

Number of teachers with professional teaching certificates?

14

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

9

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

2022-23

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	1	3	2	3	4	3	6	4	2	4	10	4	46
Attendance below 90 percent	0	1	0	1	3	3	1	4	2	2	4	8	4	33
One or more suspensions	0	1	0	0	2	3	1	4	1	0	2	4	1	19
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	3	4	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	3	4	1	3	3	2	2	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	2	4	2	1	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	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	1	0	1	2	3	0	2	1	0	2	4	4	20

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	2	0	0	0	0	0	0	0	0	2
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

Monday 8/22/2022

2021-22 - 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	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
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	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	0
Students retained two or more times	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	55%					57%	61%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains								56%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		41%	42%					55%	62%
Math Learning Gains								57%	59%
Math Lowest 25th Percentile								49%	52%
Science Achievement		48%	54%					50%	56%
Social Studies Achievement		57%	59%					77%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	55%	-55%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	17%	54%	-37%	52%	-35%
Cohort Comparison		0%				
08	2022					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	57%	-57%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	49%	-49%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	15%	62%	-47%	54%	-39%
Cohort Comparison		0%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	51%	-51%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	67%	-50%	71%	-54%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	15		14	47						
FRL				12	46						
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
SWD	19	21		17	15		31				
BLK	23			25							
WHT	9										
FRL	22	23		18	18		38				
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						

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
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	82
Total Components for the Federal Index	4
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	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	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

This year ALL grades have a 40 minute instructional period with emphasis on a small group model setting. This model setting has proven to be effective and provides teachers with the opportunity to meet with students weekly in a small group. The approach enables teachers to hone in on students' deficiencies with fidelity and maintain an on-going progress monitoring chart. Action Steps to be continued, or added, to sustain the Intended Outcome: are to maintain the 40-minute instructional period when developing the 21-22 Master Schedule and maintaining common planning in all grade levels. Also, emphasizing the expectation that the small group instructional model will be implemented during the 40-minute ELA period.

Action Steps were Implemented as follows: List of the action steps that were taken as part of this

strategy to address the Area of Focus.

- 1.) Educate teachers on differentiated instruction through PLCs, Learning Walks, and professional development
- 2.) Students will collaborate with their teachers to improve their academic performance through data chats.
- 3.) Families will collaborate with teachers to support student learning by attending academic nights and conference night.
- 4.) African American (black), Caucasian (white), SWD (students with disabilities) will receive accommodations and interventions to include one on one assistance to increase academic performance in the classroom.

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

The data shows a consistently low level of performance in English Language Arts (ELA), Reading and Math.

This school year, we are implementing and focusing on the following components and strategies to in-cooperate in the classrooms:

1. Objectives that map out standard/grade appropriate learning vs. an agenda (what students should learn by end of lesson).
2. Differentiated instruction (based on test scores and formatives).
3. Small/flexible group instruction.
4. Provide opportunities for student ownership- allowing the students to lift the instruction.
5. Demonstration of learning- Do all students demonstrate that they are learning?

Students need to be challenged and engaged in complex activities that require them to meet the rigors of the standard. We are working around the Four Principles of Excellent Instruction. Working to align common language and systems around Standards, Learning Target, Task, and Formative Assessment.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

There has been a regression in our ELA and Math scores over the course of three years.

The most problematic issue with this data is the limited sample size from reviewing FSAA data

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

Students continue to struggle in English Language Arts (ELA) and Math. When the data was drilled down in ELA, 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.

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

Teachers will implement progress monitoring by utilizing I-Ready and Achieve 3000 data and classroom assessments in English Language Arts (ELA), Reading, Math and other academic subjects to identify students in need of additional or different modified forms of instruction. Teachers will create stronger instructional programs and lesson content to effectively improve academic achievement outcomes for all students. Additionally, to include:

1. Emphasizing course performance in ELA and Math with the use of incentive plan to improve areas of need.
2. Improving attendance rate through family outreach and community resources.
3. Improving school/student behaviors through in-cooperating in school strategies that rely on one on one interventions and incentives for positive behaviors (JAG cart and TERP).

Instructions and materials are aligned to support growth in the targeted skill(s) or/and standard(s) such that students are on trajectory to meet grade-level standards. Teachers use of the appropriate scaffolds and supports to engage with classroom rigorous lesson content. Additionally, using questions, task, and/or assessment data to progress monitor students and learning outcomes. Also aligning grade level standards and providing for lesson adjustments.

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

Professional development training will be provided on how to build on student's learning capacity with an emphasis on improved rigor in content areas. Increased student engagement, the differentiation of instruction to meet student's needs, and breaking down of the complexity in English Language Arts, Math and reading standards. Trainings will address common language and systems around State Standards, Learning Target, Task and Formative Assessments. Additionally, Professional Development training will include Teacher Driven instruction, hands on strategies, Learning Walks, and Follow-ups (faculty meetings and PLCs). The following topics will also be addressed:

1. Provide high quality standard base instruction.
2. Enhance student engagement with purposeful differentiated strategies.
3. Reduce negative attendance and suspension rate with use of PBIS (positive behavior intervention strategies).
4. Cross curriculum use of ELA strategies
5. Utilize CORE Board
6. Differential instruction
7. Incorporating sensory learning
8. Use of Visuals

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a school we strive to continue to collaborate, share and implement classroom strategies that will continue to produce high quality standards- based academic instructions to maximize student learning in our classrooms.
 In the area of ELA B.E.S.T. Standards :Literacy impacts student learning across all content areas. Strategies help to insure that students are challenged with the appropriate instruction and the appropriate grade-level material. At Dorothy Thomas School will continue to improve instructional practice specifically relating to literacy across content areas to help students improve content specific vocabulary and reinforcement of literacy B.E.S.T. Standards. Student progress monitoring also helps to clear up misconceptions, so learners don't go home and rehearse errors in their homework. The closer to instruction the feedback and adjustments occur, the more likely students will reach the intended goals of the lesson. Over the year, this brings about student mastery of the standards. Five Areas of Instructional Improvement and techniques to Increase Academic Literacy will be implemented and incorporated by teachers relating to B.E.S.T. Standards throughout their lessons includes: (1) provide explicit instruction and supported practice in effective comprehension techniques, (2) increase the amount and quality of reading content discussions, (3) maintain high standards for text, conversation, questions, and vocabulary, (4) increase student motivation and engagement with reading, and (5) provide essential content knowledge to support student mastery of critical concepts.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers in subject all areas at all grade levels will provide and implement high quality, standards- based instruction to focus on developing valuable skills to enhance and encourage student engagement. This will increase academic achievement as evidence of learning gains which earns a "Commendable" school rating. We will achieve 95% success with students reaching daily 80% point goals using our incentive program (Daily Point Monitoring Sheets). The program is designed to track behaviors as well as academic targets.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Student Progress will be monitored in monthly PLC meetings. Administrators will conduct walkthroughs to access implementation of strategies linked to Principles of Excellent Instruction. Progress Monitoring Data and Interventions will be monitored and reinforced by Dorothy Thomas Leadership Team through PLCs meetings.

- Instruction and materials aligned to support growth in the targeted skill(s) and standard(s)
- Professional Development on aligning grade level standards to task and assessment.
- Develop a school common language around standard, learning target, task, and formative assessment.
- Use of the appropriate scaffolds and supports to engage in rigorous work.
- Conduct Learning Walks to model and reinforce appropriate strategies
- Provide a collaborative setting for teachers to create and discuss strategies
- Professional Development on aligning grade level standards to task and assessment.
- Teachers aligning grade level standards and providing for lesson adjustments.
- Develop a school common language around standard, learning target, task, and

formative
assessment.

Person responsible for monitoring outcome:

Kelly Simmons (kelly.simmons@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated instruction, PLCs, ILTs, Learning Walks, Strategy Share, Instructor Spotlight.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies are used to allow teachers to grow professionally and maximize student learning in the classroom. Student performance, on common assessments, formative assessments, and standardized assessments will be used to determine teacher effectiveness.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1.) Educate teachers on differentiated instruction through PLCs, Learning Walks, and professional development
- 2.) Students will collaborate with their teachers to improve their academic performance through data chats.
- 3.) Families will collaborate with teachers to support student learning by attending academic nights and conference night.
- 4.) African American (black), Caucasian (white), SWD (students with disabilities will receive accommodations and interventions to include one on one assistance to increase academic performance in the classroom.

Person Responsible

Kelly Simmons (kelly.simmons@hcps.net)

Monitoring ESSA Impact:
If this Area of Focus is not related to one

At Dorothy Thomas, progress monitoring is used to assess student progress or performance in those areas in which they were identified as being at-risk for failure (e.g., reading, mathematics, and social behavior). It is the method by which teachers or other school personnel determine if students are benefitting appropriately from the typical (e.g., grade level, etc.) instructional program. It is utilized to identify students who are not

or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

making adequate progress, and help guide the construction of effective intervention programs for students who are not academically profiting from typical classroom instruction. Although progress monitoring is typically implemented to track the performance of individual students who are at risk for learning difficulties, it is also in place to help monitor an entire classroom of students. In order to better understand the academic needs of each area of subgroups, teachers are encouraged to create internal cross-departmental teams between academic and non-academic groups to communicate and collaborate classroom curriculum instructions. This allows teachers to continue to analyze their data to understand and better support different contexts for implementation in the classroom. For example, the school and teachers have unique challenges that require customized implementation of lesson plans in accordance with the Standards aligned instructions.

Given the shortcomings of the Economically Disadvantaged subgroup (students receiving free/reduced priced lunch), we are both more strategic and more flexible in its approach to supporting ED students. We have implemented the following steps to improve the existing system: Redefining the lesson plans to focus on the barriers impeding academic success.

Refining and reflecting the pervasiveness and severity of students' academic challenges. Strengthening overall accountability by measuring progress monitoring growth in student achievement. Identifying and facilitating the sharing of best practices.

#2. Other specifically relating to Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a school, we want to continue to work on improving student behaviors and social emotional functioning in order to create productive students and citizens.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All faculty and staff will use a Positive Behavioral Interventions and Supports program to increase student compliance, behavior and overall social and emotional functioning resulting in a 5% decrease of out of school suspensions.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Points Sheets (PBIS monitoring system) data will be frequently reviewed Therapeutic Behavior Meetings and Student Services Meetings. Progress will be monitored daily and weekly by staff and administration and incentives will be tied to reaching goals on a daily/weekly/ quarterly basis.

Person responsible for monitoring outcome:

Kelly Simmons (kelly.simmons@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

At Dorothy Thomas, a point level incentive system is in place to monitor and collect data. Students who reach their point/level goals will achieve behavior/academic success. Students enjoy earning points to gain incentives which include daily rewards, weekly events and quarterly rewards. PBIS strategies, classroom behavior management, strategies and preventive measures which was previously outlined in "The Behavior Code" in previous year professional development book study.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies, programs and tools will enable faculty and staff to increase positive behaviors and decrease negative emotional reactions and outburst by our students which impacts the learning environment.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1.) Faculty, staff and students will participate in school-wide PBIS program
 - (2.) Faculty, staff and families will use PBIS point sheet tracking/monitoring system to monitor student behavioral progress.
 - 3.) Faculty, staff and community partners will provide student incentives tied to student progress on the PBIS program.
- * Possible action steps and solutions specifically addressing reading proficiency is the leveraging of schema, or prior knowledge with students, as a means of connecting what a reader already knows through prior experience with new information to increase reading proficiency and comprehension in monitoring progress.

* Another action step involves teachers applying Robert Marzano’s meta-analysis to identify the most effective instructional strategies to improve reading proficiency, in which Haynie (2010) in “Effective

Teaching Practices,” describes effective teaching strategies for students across different subject areas to address reading proficiency.

*While a relationship between teacher expectations and student promotes more results among their students. Teachers using more effective instructional strategies to increase reading comprehension, to include the reading proficiency, were observed using baseline data to collect the students’ reading comprehension and proficiency results.

The following actions steps are implemented to specifically also address reading proficiency:

- 1.) Educate teachers on differentiated instruction through PLCs, Learning Walks, and professional development
- 2.) Students will collaborate with their teachers to improve their academic performance through data chats.
- 3.) Families will collaborate with teachers to support student learning by attending academic nights and conference night.
- 4.)SWD (students with disabilities) will receive accommodations and interventions to include one on one assistance to increase academic performance in the classroom.
- 5) ED (Economically Disadvantaged) will receive accommodations and interventions to include one on one assistance to increase academic performance in the classroom.

Person Responsible

Kelly Simmons (kelly.simmons@hcps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This area of focus is intended to address the needs of all subgroups present at Dorothy Thomas School including Students with Disabilities, Economically Disadvantaged Students, and Students from each major Ethnic Group. Students in each of this groups will benefit greatly from the positive strategies and supports put in place to improve behavior and social emotional functioning.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

As a school, we want to continue to work on improving student behaviors and social emotional functioning in order to create productive students and citizens. The school plans on building positive relationships with parents, guardians, families and other community stakeholders by sending frequent Remind messages to inform them of school related events like Open House, Academic Nights and Conference Night. Increased communication with families is a priority school wide. Teachers are encouraged to make at least 3 positive parent calls per week to enhance

relationships with parents and guardians.

Create meaningful and relevant overarching goal(s) which all students and staff can rally to achieve together

- * Involve students and adults in decision making processes that promote academic success and facilitate community engagement
- * Designate special places to meet and socialize and have shared experiences (e.g., events, seating areas)
- * Promote the interests of diverse groups in the school and in the broader community
- * Cultivate a sense of openness and belonging among all different kinds of people
- * Ensure there are opportunities for students to link educational goals to service learning and civic engagement.
- * Recognize shared interests and talents among community members
- * Create symbolic and artistic representations of community identity that promote pride, dialogue, and establish institutional memory (e.g., murals)
- * Adopt rituals and routines that promote unity, collective identity, and to address healing in response to negative events

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

This strategy focuses on increasing engagement and collaboration with parents and community groups. Increasing parental and family involvement in education can have a range of positive outcomes for students, teachers, and parents. This may involve diverse communication with parents, educational opportunities, home outreach initiatives, as well building support networks for parents and families through the school. Overall, parents are a school’s main source of support for getting children to school and play a vital role in education and student success.

- *Recruit and organize parental help and support
- *Designate parents leaders and representatives to take part in decision making
- *Maintain regular use of notices, memos, phone calls, newsletters, other types of communication* Value respectful and trusting relationships between families and professionals (i.e., promote two-way communication)
- *Send home materials that promote reading, writing, and discussions between students and family members
- * Offer parent education or training (specifically for skills that may be brought into the home)
- *Ensure that all family engagement opportunities are culturally and linguistically responsive (i.e., provide language translators as needed)* Provide information and ideas to families about how to help students at home with curricular and cocurricular activities
- * Ensure resources and services from the community strengthen school programs, family practices, and student learning and development.
- * Coordinate home visits and intensive case management (if needed)* Provide family counseling (if needed)

The most important reason for identifying and understanding stakeholders is that it allows them to be an integral part of promoting a positive culture and environment in the school. Developing a Community Tool Box is believed to be a most important part of the participatory effort that involves representation of as many stakeholders as possible.

Describe how implementation will be progress monitored.

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Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
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-	Simmons, Kelly, kelly.simmons@hcps.net
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