

Hillsborough County Public Schools

Patricia Sullivan Metropolitan Ministries Partnership



2023-24

Schoolwide Improvement Plan (SIP)

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Patricia Sullivan Metropolitan Ministries Partnership School

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[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Mc Meen, Dave	Principal	Coordinates educational programs for all students, observe teachers and provide feedback, conduct evaluations on all staff, develop master schedules, monitor and conduct safety drills, oversee financial budgets including payroll, oversee maintenance needs, organize yearly calendars including open house and parent conferences, ensure social emotional well-being is monitored for faculty and students, oversee student nutrition program, educational field trips, interview and fill vacancies, oversee cum records, communicate with parents, faculty and students, keep stakeholders informed, monitor class size and other duties as directed by the superintendent.
Brown, Kathy	Assistant Principal	Curriculum and instruction, testing and assessment, attendance, behavior, professional development, textbooks and materials, after school tutoring, assume responsibility of principal role when principal is not on campus.
Russo, Angela	Curriculum Resource Teacher	ELA and Writing resource teacher providing specific support for teachers and students in grades 3-5. Assist grades K-2 as needed with curriculum, scheduling, and professional development.
Hambrick, Mandy	SAC Member	Third grade teacher and SAC chair.
Miller, ShawnRee	Other	Classroom guidance lessons, counseling, small groups and 1:1, oversees mentors, student services and support.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The administrative team is made up of the following staff members: Principal, Assistant Principal, Psychologist, School Social Worker, Guidance Counselor and Reading Resource Teacher. The administrative team meets weekly to discuss specific needs of the school and to develop a plan of support for students. Weekly faculty meetings are held, and information is shared accordingly. Monthly MTSS meetings are held for each homeroom teacher and is able to meet with the school's Leadership Team. Parent conferences are held three times a year with Progress Alert sent home mid-way through each nine-week grading period which allows faculty and staff to communicate with parents. Additional staff from Metropolitan Ministries has the opportunity to engage in conversation with the school's Administrative Team as well.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is reviewed monthly during the weekly scheduled administrative team meeting and monthly during one of the scheduled school's Faculty meetings.

Demographic Data
 Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	5	3	1	7	2	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	4	1	0	0	0	0	5
Level 1 on statewide Math assessment	0	0	0	5	1	0	0	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	2	1	2	0	0	0	0	8

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	6	2	6	2	1	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	4	1	1	0	0	0	6
Level 1 on statewide Math assessment	0	0	0	3	2	2	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	1	1	1	4	0	0	0	0	9

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	0	1	1	0	0	0	0	3

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	6	2	6	2	1	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	4	1	1	0	0	0	6
Level 1 on statewide Math assessment	0	0	0	3	2	2	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	1	1	1	4	0	0	0	0	9

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	0	1	1	0	0	0	0	3

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	76	50	53	69	53	56	58		
ELA Learning Gains				82					
ELA Lowest 25th Percentile									
Math Achievement*	42	56	59	64	50	50	60		
Math Learning Gains				88			70		
Math Lowest 25th Percentile									
Science Achievement*		50	54	60	59	59	50		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress		59	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	197
Total Components for the Federal Index	3
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	64			
HSP				
MUL				
PAC				
WHT				
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	56			
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	73			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	76			42								
SWD												
ELL												
AMI												
ASN												
BLK	75			33							3	
HSP												
MUL												
PAC												
WHT												
FRL	75			41							3	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	69	82		64	88		60					
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	56	70		41								
HSP												
MUL												
PAC												
WHT												
FRL	69	82		64	88		60					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	58			60	70		50					
SWD												
ELL												
AMI												
ASN												
BLK	39			39								
HSP												
MUL												
PAC												
WHT												
FRL	58			60	70		50					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	53%	*	54%	*
04	2023 - Spring	75%	54%	21%	58%	17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	46%	29%	50%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	55%	-17%	59%	-21%
04	2023 - Spring	58%	59%	-1%	61%	-3%
05	2023 - Spring	*	53%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	47%	*	51%	*

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The overall trend over the past three years has shown an increase in student performance in both proficiency and learning gains. Between reading and math, math would be the one area to continue to work on this school year. The past three years shows that student come to us with attendance concerns and learning gaps exist. A heavy emphasis is placed on reading and supports are put into place to help all of our students. Math continues to be a focus as we begin a new school year.

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

In looking at the five cells for school grade, no cell declined from the previous school year. Improvement was made in learning gains and proficiency in reading, math and science. Math is one area that we will continue to monitor and provide interventions to ensure that students continue to show learning.

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.

In prior years, our Students with Disabilities struggled to show adequate learning gains. Many SWD entered our school with attendance concerns and multiple learning gaps. Many families housed at the shelter enter into our school with learning gaps.

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

Math proficiency and math learning gains has been improving. Additional tutoring has been put into place over the past two years to support student learning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance
Reading proficiency

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

1. School attendance
2. Reading comprehension
3. Early literacy skills for primary age students
4. Math proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Many students enter our school through being housed at the shelter nearby. Many students have been homeless prior to enrolling in our school and attending school is low priority or an obstacle because housing is not stable. Student learning is jeopardized further because of the inconsistency in academic instruction. This first obstacle is to gain stable housing which includes ease of enrollment and attending school regularly.

Measurable Outcome:

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

The Early Warning System indicates that eighteen out of the seventy-six students enrolled have missed more than ten days of school. The number of students absent more than ten days will be reduced by 25%.

Monitoring:

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

Student attendance will be tracked through the attendance data in Edconnect.

Person responsible for monitoring outcome:

Jody Orlando (jody.orlando@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Social Worker will meet with identified families to establish a rapport and weekly check-ins will take place with students. School Social Worker will provide an incentive to parents for ensuring their child attends school regularly.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Because many families have established poor attendance habits, it has been shown that when students attend regularly, they receive a healthy meal, interventions are consistently applied to each student.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

School Social Worker will meet each week with identified students and families. Parents are provided an incentive to ensure students attend school regularly. Data is reviewed weekly during Leadership Team meeting and new students are added as needed as students enroll or withdraw from school.

Person Responsible: Jody Orlando (jody.orlando@hcps.net)

By When: School Social Worker will identify students based on current enrollment and meet with each family by the third week in August. Weekly and monthly meetings will be held by SWD.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional practice for primary students. Reading program to include phonics is needed in grades K-2 to ensure students are learning to read and comprehend.

Measurable Outcome:

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

95% of students in grades K-2 will be able to recognize all letters and sounds as determined on the DIBELS assessment.

Monitoring:

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

DIBELS (Dynamic Indicators for Basic Early Literacy Skills) assessments will be done three times a year to determine student progress.

Person responsible for monitoring outcome:

Kathy Brown (kathy.brown@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

UFLI is a new reading program provided by our school district. Teachers in grades K-2 will be using this reading program to provide quality reading instruction for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students have different ways of learning and UFLI will provide the appropriate opportunities for all students to be engaged in a meaningful phonic program.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

K-3 teachers will complete the UFLI and the DIBELS training. K-2 teachers will use the UFLI curriculum and instruct students in each classroom. Teachers will administer the DIBELS assessment three times a year to determine student progress.

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

By When: Training will be completed by August 31, 2023. DIBELS will be administered three times during the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

An annual Title I meeting is held within the first thirty days of school. A flyer is sent home with all students inviting parents, staff, and community stakeholders to attend this annual meeting.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Communication with parents is done through a "Communication" folder sent home daily with students. Parents are to review this folder nightly. Teachers communicate with parents through email and phone messages. A Parent-Teacher conference is held three times a year and Progress Reports are sent home mid-way through each nine-week grading period. School staff make additional efforts to reach parents via email and phone. Additionally, staff seek out parents at arrival/dismissal times each day. Further steps in trying to reach parents is done through the Metropolitan Ministries case managers.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Strengthening student attendance and reading comprehension are the two top priorities for our school. A master schedule for each grade level is the first step in ensuring students maximize their learning potential in school. The school's leadership team then reviews all students K-5 to determine student progress or lack of progress. ESE support is reviewed as well for students who qualify. Response to Intervention schedule is then established for all students by placing them into the T1-T3 levels. Students needing additional reading support is then placed into groups and a schedule. During the day and after school tutorial support is also provided to students needing support.

The School Social Worker reviews the daily attendance report including students being signed in late or

picked up early. School Social Worker then contacts parents to remind them of the importance of attending school. Parent meetings are held in person with the school principal should this first intervention not work.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school guidance counselor schedules classroom guidance lessons in all grade levels, K-5. She makes herself available through student, teacher or parent request. Several mentors visit preselected students each week to eat lunch and to encourage students in making good life choices. In addition, Metropolitan Ministries has established the Resiliency Center for parents to receive counseling as requested by the parent.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Each year our school participates in the Great American Teach In, CEO's in school day and a lady's organization has adopted our school to provide a homeroom mom for each grade level. These homeroom mom's schedule a visit/event once a month for each grade level.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Each classroom uses the Seven Habits for effective student behaviors. A school wide PBIS system is in place at our school with scheduled monthly events. Each classroom has a color or clip system to show students where they are behaviorally. Students needing more support works with one of the special services team. Teachers are provided resources and students behavior is tracked to determine if improvements are being made. Individual contracts are also implemented as needed. Desired behavior picture cards are used for T3 students with frequent break and supports for changing desired behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Each teacher/instructional support staff uses the district's professional development system to sign up and complete training according to their particular professional development needs. District initiatives are also taken into consideration for all staff to attend necessary trainings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school does not have any preschool classes housed on our campus. Our school works in conjunction with Metropolitan Ministries to meet and discuss how students register into public school and the expectation for learning during the spring of each school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0123 - Patricia Sullivan Metropolitan Ministries	Other		\$0.00
			<i>Notes: School Social Worker will access specific grants which allows her to provide gift cards to families meeting the goal of improved student attendance.</i>			
2	III.B.	Area of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No