Dorothy Thomas Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Dorothy Thomas Center

3215 NUNDY RD, Tampa, FL 33618

[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.

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

Provide the school's vision statement.

Dorothy Thomas will prepare students to make responsible and positive choices in every aspect of their lives.

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
Simmons, Kelly	Principal	Mrs. Simmons is responsible for supervising, leading and monitoring all faculty and staff. 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	Teacher, Career/ Technical	Dr. Sanders is SAC Chair, classroom teacher, family and consumer science and business teacher.

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.

For the 2023-2024 school year the School Improvement Team will meet after every grading period. Meeting after the report cards have been completed will allow the team to discuss data and what trends they have seen during the nine week period. This will allow teachers to address and modify instructional strategies to be implemented immediately. Teachers and SAC Chair will approach parents from each cohort to participate on the team. The meetings will be scheduled with the stakeholders to be sure that all can attend. A call-in number will be available for those who are unable to attend. The shareholders and SAC representatives will discuss the academic programming on a regular basis. The information shared by the representatives will be used directly to impact the development of the improvement plan.

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))

Monitoring SIP provides all school stakeholders with the data and information that they need to make decisions in line with the interventions and progress monitoring already in place.
*Helps to establish what is working and possibly what we need to do, if the differentiation of academics and/or interventions put in place did not achieve the intended academic objectives.
*Helps determine the progress of the whole implementation process.
*Enables one to evaluate the impact of the processes on the outcomes.
*To learn from experiences hence find ways of improving practices and activities for students in the future in increasing the student achievement gap in meeting the State's academic standards particularly with students with the greatest achievement gap.
*To have internal and external accountability of the resources used to obtain data the results.
*We will also delve into each subgroup to determine patterns and individual needs of each subgroup.

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)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: UNSATISFACTORY 2016-17: MAINTAINING
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	0	0	4	3	2	2	6	4	21
One or more suspensions	0	0	0	2	3	3	2	6	4	20
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	4	4	3	5	6	5	27

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	0	0	0	4	3	3	2	6	4	22

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

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	0	1	0	1	3	3	1	4	2	33
One or more suspensions	0	1	0	0	2	3	1	4	1	19
Course failure in ELA	0	0	0	1	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	3	4	1	3	3	19
Level 1 on statewide Math assessment	0	0	0	2	2	4	2	1	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	1	0	1	2	3	0	2	1	20

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	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	0	1	0	1	3	3	1	4	2	15
One or more suspensions	0	1	0	0	2	3	1	4	1	12
Course failure in ELA	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	3	4	1	3	3	15
Level 1 on statewide Math assessment	0	0	0	2	2	4	2	1	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	1	0	1	2	3	0	2	1	10

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	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*	4	51	53	7	51	55	19		
ELA Learning Gains				15			21		
ELA Lowest 25th Percentile									
Math Achievement*	4	50	55	13	41	42	17		
Math Learning Gains				47			15		
Math Lowest 25th Percentile									
Science Achievement*	10	48	52		48	54	31		
Social Studies Achievement*		65	68		57	59			
Middle School Acceleration		70	70		51	51			
Graduation Rate		83	74		44	50			
College and Career Acceleration		33	53		68	70			
ELP Progress		52	55		73	70			

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)	CSI
OVERALL Federal Index – All Students	6
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	18
Total Components for the Federal Index	3

2021-22 ESSA Federal Index	
Percent Tested	90
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	82
Total Components for the Federal Index	4
Percent Tested	94
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	6	Yes	4	4
ELL				
AMI				
ASN				
BLK	10	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	4	4

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	21	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	19	Yes	3	3

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	4			4			10					
SWD	4			4			10				3	
ELL												
AMI												
ASN												
BLK	10			10							2	
HSP												
MUL												
PAC												
WHT												
FRL	0			0							2	

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	7	15		13	47							
SWD	7	15		14	47							
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0			12	46							

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	19	21		17	15		31					
SWD	19	21		17	15		31					
ELL												
AMI												
ASN												
BLK	23			25								
HSP												
MUL												
PAC												
WHT	9											
FRL	22	23		18	18		38					

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
10	2023 - Spring	*	50%	*	50%	*
05	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	*	47%	*	47%	*
08	2023 - Spring	*	44%	*	47%	*
09	2023 - Spring	*	48%	*	48%	*
04	2023 - Spring	*	54%	*	58%	*
06	2023 - Spring	*	47%	*	47%	*
03	2023 - Spring	*	46%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	*	36%	*	48%	*
03	2023 - Spring	*	55%	*	59%	*
04	2023 - Spring	*	59%	*	61%	*
08	2023 - Spring	*	57%	*	55%	*
05	2023 - Spring	*	53%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	41%	*	44%	*
05	2023 - Spring	*	47%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	55%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

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 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 incorporate 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. Providing 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.

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

The greatest decline was in reading across genres and vocabulary, and math computation. The factors that contributed to this decline could include student attendance and lack of consistent certified teachers, primarily in the elementary grades. Students also come to our site significantly below grade level with learning gaps evident in these areas.

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.

The greatest gaps were in reading across genres and vocabulary, and math computation. The factors that contributed to this decline could include student attendance and lack of consistent certified teachers, primarily in the elementary grades. Students also come to our site significantly below grade level with learning gaps evident in these areas.

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

The data component that showed the most improvement was reading informational text. Our school took a cross-curricular approach to literacy in which supplemental programs such as I-Ready and NEWSELA were utilized to promote accessibility to grade level material that was of interest to the students and applicable to cross-curricular content.

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

A potential area of concern is that 20 students had one or more suspensions.

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

-Increase ELA achievement
Increase Math Achievement
-Decrease Suspension Rates

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

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

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 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. Teachers are also encouraged to take advantage of additional planning time offered to them weekly to plan for differentiated instruction for all of our students. Data chats are also a component of preparing for student gains at Dorothy Thomas as teachers meet with administration to review data points and plan for remediation and/or acceleration of students. 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. Teachers will also be able to utilize computer programs such as Brain Pop, Gizmos, and Flocabulary to improve student engagement and individualize remediation needs for students. By purchasing necessary school supplies for students such as pencils, pens, markers, ear buds, notebooks, and other school supplies that students may not be otherwise able to afford gives students opportunities for success in their academics.
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.
Tutoring is also offered to all student after school and on Saturdays as requested and warranted to focus more intensely on individualizing academic needs focusing on reading and math.
Refining and reflecting the pervasiveness and severity of students' academic challenges through cross curricular planning
Strengthening overall accountability by measuring progress monitoring growth in student achievement.
Identifying and facilitating the sharing of best practices among all staff.

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 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.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

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 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Set up monthly PLC protocol and implement schedule for year.
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)

By When: 8/2023

Educate teachers on differentiated instruction strategies through professional development.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: 9/2023

African American, Caucasian, and Students with Disabilities as well as students receiving free and reduced lunch will receive accommodations and interventions to include one on one assistance to increase academic performance in the classroom. This also includes the classroom utilizing assigned support staff to assist in differentiation for the above sub-groups.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: ongoing

Parents/Guardians will be invited to participate in Reading, Math, and Science events which will highlight strategies families can utilize in assisting in differentiating their student's learning experience.

Person Responsible: Maria GremliSanders (maria.gremlisanders@hcps.net)

By When: quarterly

Conduct a professional development based a book to support student learning. The book study will happen 1 hour per week for 6 weeks at a rate of $15.00.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: Beginning September

Tutorial session for students 2 hours a week at a rate for $38 for 23 weeks to support students in specific standards that will improve their academic performance.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: Beginning September through December.

Planning will take place to support differentiation of all learners. The sessions will be held after school for 15 teachers for 1 hour per week at a pay rate of $38 for 14 weeks.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: Beginning September through December.

Purchase Scholastic News and Story Works to improve reading comprehension through real life and current events at the students' reading level.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: End of October

Attend the Learning Forward Conference December 3rd-6th. The cost will cover registration, hotel, and airfare. The conference will provide the school with professional learning expertise focused on creating and sustaining excellence in teaching and learning. The teachers will make connections and take-home tools and strategies to understand and implement effective professional learning in classrooms, schools, and systems.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: December

Purchase Brain Pop, Gizmo, and Flocabulary subscriptions to support students' learning in literacy, math, and science.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: End of October

Use substitutes to support data chats per quarter. This will allow teachers to analyze their data and develop a plan of support in whole or small group instruction as well as after school tutoring. The cost of substitutes are $189 per day.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: Quarterly

Purchase Teaching Social Skills to Youth at approximately $45 per book for 20 teachers.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: By the end of October

Purchase classroom libraries for 12 teachers at $250 per classroom. The libraries will be used to support learning and differentiate instruction for students.

Person Responsible: Kelly Simmons (kelly.simmons@hcps.net)

By When: By the end of October

#2. Positive Culture and Environment specifically relating to Other

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.

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 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.)

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 years professional development book study.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

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 4 - Demonstrates a Rationale

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.

Faculty and staff will receive a refresher course in the PBIS program and point sheet protocol utilized at Dorothy Thomas. Teachers will also have an opportunity to participate in a book study, "Teaching Social

Skills to Youth." in which teachers will be armed with tools to successfully prepare student to receive their daily instruction.
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)

By When: 8/2023

Faculty, staff, and community partners will provide student incentives tied to student progress in the PBIS program.

Person Responsible: Maria GremliSanders (maria.gremlisanders@hcps.net)

By When: ongoing

Students will receive instruction on the PBIS system utilized by Dorothy Thomas an receive praise and incentives as outlined in the plan as earned. Parents will also be briefed on the PBIS system here at Dorothy Thomas.

Person Responsible: Maria GremliSanders (maria.gremlisanders@hcps.net)

By When: 8/2023-(open house) and ongoing

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).

Title I and UNISIG funding sources are shared with the Student Advisory Committee and Leadership Team. Initial allocations are made by the SAC and Leadership Teams to include resources that will allow for meaningful materials to assist in gains for our students through differentiation, increasing ELA and Math scores, and reducing suspension rates.

Requests for supplemental materials are then offered to staff and the SAC committee reviews purchases to gauge the likelihood of the materials assisting in student gains/improvement before purchase requests are made.

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.

The School Improvement Plan and UniSIG budget will be posted to the school's webpage and SAC meeting once approved. The SAC committee will share the SIP plan with parents and stakeholders at our open house. A parent link will be sent home to parents once the SIP plan and budget are posted encouraging parents/guardians to review the plan and to become members of our SAC Committee.

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))

Dorothy Thomas school is dedicated to building strong partnerships with families and communities by asking families at every parent-teacher conference about their expectations for their child's education. In addition, the school honors and respect the cultural backgrounds of families through potluck dinners, whole school celebrations, and by providing opportunities for families to share their stories about their own educational experiences with teachers, students, and the whole school community. Our school also welcomes community organizations to these events and invite them to participate and share their knowledge and resources about things like in-school programs (Great American Teach-In), arts and athletic events, and volunteering opportunities.

The Dorothy Thomas webpage and other methods of school communication will be a hub of information for parents/guardians, and all stakeholders. We will invite community partners to be part of our Dorothy Thomas family through volunteering and school events. Parents will be kept informed through frequent parent link messages. Quarterly family and community engagement events focusing on academics (math, science, reading, and test taking strategies) are slated for this school year and stakeholders will be invited to attend.

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)

Dorothy Thomas implements daily school improvement efforts that are driven by responsibilities, progress monitoring data, goals for improvement, documented processes, and regular leadership meetings and feedback on progress to goals.

5 critical strategies that are implemented in school improvement plan goals:

*Distributed responsibilities
*Weekly Progress Monitoring (data)
*Sustainable systems with documented processes
*Classroom walks & feedback.
*Continuous improvement meetings
*Use the data collected to inform next steps in the PLC process

Elementary ELA blocks are a full 120 minutes daily. This will ensure adequate time is devoted to strengthening the need to improve literacy. Math is also incorporated into school wide STEM events and both math and reading are utilized cross curricular through differentiated instruction to maximize student gains. Teachers have also been instructed and are monitored for fidelity with providing standards-based instruction from bell to bell.

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))

At Dorothy Thomas good mental health is critical to our student's success in school and life. The students who receive social–emotional and mental and behavioral health support services achieve better academically. Our school climate, classroom behavior, engagement in learning, and students' sense of connectedness and well-being all improve as well. At Dorothy Thomas, our belief is that if these needs are left unmet, mental health problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency. Mental and behavioral health problems not only affect students' short-term classroom engagement, but also interfere with long-term development of positive relationships and work-related skills.

Integration of Student Intervention Teams at School & Community levels (SAC) are provided in the following:

? School and community partners join together to form a student intervention team and student advisory committee.
? The team meets regularly to discuss and plan interventions/activities for students and parents that have been referred for school services.
? Together the team develops an intervention plan for collaboration with parents and student(s).
? The team ensures individual tasks are designated to ensure care coordination, treatment and follow up care is provided for the student and their family.

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))

Dorothy Thomas has implemented a program to assist students in achieving their post-school and career goals, transition services require a coordinated set of activities within an outcome-oriented process that relies upon active student involvement, family engagement, and cooperative implementation of transition activities, as well as coordination and collaboration between the vocational rehabilitation (VR) agency, the State educational agency (SEA), technical colleges and the local educational agencies (LEAs).
To aid in a seamless transition from school to post-school activities, this transition guide addresses the following topics:
• Transition planning: opportunities and programs.
• Transition services and requirements, as authorized by IDEA and the Rehabilitation Act.
• Education and employment options/opportunities such as (FCA) Future Career Academy and VE (Virtual Enterprises International) for students with disabilities after leaving secondary school, with the assistance of teachers, guidance counselors and social workers.
As students with disabilities prepare to transition to adult life, we at Dorothy Thomas provide them with the information, services, and supports they need to ensure that they have the opportunity to achieve their goals. We hope this transition guide will also assist students with disabilities and their families to better understand how the SEA, the LEA, FCA, VE and the VR agency work together to facilitate improved outcomes for all our students.

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).

Dorothy Thomas implements in their school structure a Positive Behavioral Interventions and Supports: A Multi-tiered Framework and Progress Monitoring that works for every student. These are most effective tools that teachers have maneuvered and modified in content lessons and problem behaviors to prevent it from occurring in the first place. Positive Behavioral Interventions and Supports (PBIS) programs assist our teachers recognize the significance of classroom management and preventive school discipline to maximize student success. Our belief is that PBIS strategies are critical to providing all students with the best learning environment. Positive Behavioral Supports from administrators and staff has held a unique place at Dorothy Thomas. In special education law since Congress amended the Individuals with Disabilities Education Act (IDEA) in 1997, referred Positive Behavioral Interventions and Supports in IDEA, the PBIS as the only approach to addressing behavior that is specifically mentioned in the law. This emphasis on using functional assessment and positive approaches to encourage good behavior in students.

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))

Supporting professional growth among our educators and paraprofessional is a critical part of providing an outstanding educational experience to every student at Dorothy Thomas. We provide effective ongoing professional development strategies and workshops for all staff members. These activities improve classroom instructions and implement data from academic assessments to provide a better understanding of student progress. Professional development of staff is more than one-stop workshops, classroom observations, or offering feedback forms. Our school determine that the recipe for true educational growth begins with an individualized learning process — one that gives educators a voice and choice, identifies strengths and areas for improvement, and promotes a collaborative learning culture. Instructional support/ paraprofessional work with students one-on-one or in small groups to reinforce learning. They provide extra support during or after a teacher's lesson. They may also lead small group activities, allowing the teacher to support other students in the classroom. Paraprofessionals provide different kinds of support that help make classrooms more inclusive. Both teacher and paraprofessional at Dorothy Thomas provide instructional, behavioral, and other support to students in and outside of the classroom.

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))

N/A

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: ESSA Subgroup: Outcomes for Multiple Subgroups				$45,765.49
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	4321 - Dorothy Thomas Center	UniSIG		$855.66
			Notes: Conduct a professional development based the book, Teaching Social Skills to Youth, to support student learning. The book study will happen 1 hour per week for 6 weeks at a rate of $15.00.			
	6400	210	4321 - Dorothy Thomas Center	UniSIG		$116.11
			Notes: Retirement			
	6400	220	4321 - Dorothy Thomas Center	UniSIG		$53.05
			Notes: FICA			
	6400	220	4321 - Dorothy Thomas Center	UniSIG		$12.41
			Notes: Medicare			
	6400	240	4321 - Dorothy Thomas Center	UniSIG		$3.34
			Notes: Workers Compensation			
	5200	120	4321 - Dorothy Thomas Center	UniSIG		$1,443.14
			Notes: Tutorial session for students 2 hours a week at a rate for $38 for 23 weeks to support students in specific standards that will improve their academic performance.			
	5200	210	4321 - Dorothy Thomas Center	UniSIG		$195.83
			Notes: Retirement			
	5200	220	4321 - Dorothy Thomas Center	UniSIG		$89.47
			Notes: FICA			
	5200	220	4321 - Dorothy Thomas Center	UniSIG		$20.93
			Notes: Medicare			

	5200	240	4321 - Dorothy Thomas Center	UniSIG		$5.63
			Notes: Workers Compensation			
	6300	120	4321 - Dorothy Thomas Center	UniSIG		$6,698.73
			Notes: Planning will take place to support differentiation of all learners. The sessions will be held after school for 15 teachers for 1 hour per week at a pay rate of $38 for 14 weeks.			
	6300	210	4321 - Dorothy Thomas Center	UniSIG		$947.96
			Notes: Retirement			
	6300	220	4321 - Dorothy Thomas Center	UniSIG		$433.12
			Notes: FICA			
	6300	220	4321 - Dorothy Thomas Center	UniSIG		$101.29
			Notes: Medicare			
	6300	240	4321 - Dorothy Thomas Center	UniSIG		$27.24
			Notes: Workers Compensation			
	5200	520	4321 - Dorothy Thomas Center	UniSIG		$1,376.65
			Notes: Purchase Scholastic News and Story Works to improve reading comprehension through real life and current events at the students' reading level.			
	6400	330	4321 - Dorothy Thomas Center	UniSIG		$5,000.00
			*Notes: Attend the Learning Forward Conference December 3rd-6th. The cost will cover registration, hotel, and airfare. The conference will provide the school with professional learning expertise focused on creating and sustaining excellence in teaching and learning. The teachers will make connections and take-home tools and strategies to understand and implement effective professional learning in classrooms, schools, and systems. Attendee - 1 Registration for conference (4 days) $1591 Hotel - $2000 (4 days) Airfare - $600 *The cost has increased due to missing the early bird registration and the host hotels are no longer available for the conference rate.*			
	5200	520	4321 - Dorothy Thomas Center	UniSIG		$14,500.00
			Notes: Purchase Brain Pop, Gizmo, and Flocabulary subscriptions to support students' learning in literacy, math, and science.			
	5200	510	4321 - Dorothy Thomas Center	UniSIG		$2,375.00
			Notes: Classroom supplies that will support teaching and learning for both students and teachers. They will purchase pens, pencils, crayons, markers, file folders, notebooks, notebook paper, copy paper, erasers, composition books, and chart paper.			
	5200	519	4321 - Dorothy Thomas Center	UniSIG		$3,276.19
			Notes: Purchase technology supplies to support learning. They will purchase toner, headphones, thumb drives, adapters, and surge protectors.			
	6400	390	4321 - Dorothy Thomas Center	UniSIG		$4,368.00

			Notes: Use substitutes to support data chats per quarter. This will allow teachers to analyze their data and develop a plan of support in whole or small group instruction as well as after school tutoring. The cost of substitutes are $189 per day.			
	5200	520	4321 - Dorothy Thomas Center	UniSIG		$865.74
			Notes: Purchase Teaching Social Skills to Youth at approximately $45 per book for 20 teachers.			
	5200	520	4321 - Dorothy Thomas Center	UniSIG		$3,000.00
			Notes: Purchase classroom libraries for 12 teachers at $250 per classroom. The libraries will be used to support learning and differentiate instruction for students.			
2	III.B.	**Area of Focus: Positive Culture and Environment: Other**				**$0.00**
					Total:	**$45,765.49**

Budget Approval

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

No