

Hillsborough County Public Schools

# Patricia Sullivan Metropolitan Ministries



## 2019-20 School Improvement Plan

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# Patricia Sullivan Metropolitan Ministries Partnership School

102 E PALM AVE, Tampa, FL 33602

[ no web address on file ]

## Demographics

**Principal: Dave Mcmeen**

Start Date for this Principal: 7/12/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: C 2016-17: F 2015-16: C 2014-15: C 2013-14:
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	TS&I

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

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

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

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

#### **Provide the school's vision statement**

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Preparing Students for Life

District Vision: Preparing Students for Life

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
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Mc Meen, Dave	Principal	<p>Title: Principal                      Job Codes:                      Principal, Elementary - 10182                      POSITION SUMMARY: The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.                      SPECIFIC DUTIES &amp; RESPONSIBILITIES:                      ? Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.                      ? Administers and develops educational programs for students with mental or physical disabilities.                      ? Confers with teachers, students, and parents concerning educational and behavioral problems in school.                      ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.                      ? Requisitions and allocates supplies, equipment, and instructional material as needed.                      ? Directs preparation of class schedules, cumulative records, and attendance reports.                      ? Walks about school building and property to monitor safety and security.</p> <p>Title: Title: Principal                      Job Codes: 10182, 10180, 12077                      2                      ? Plans and monitors school budget.                      ? Plans for and directs building maintenance.                      ? Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.                      COMPETENCIES: The following competencies are representative of specific skills, abilities, and attributes that must be demonstrated to perform this job successfully.</p> <p>Cost Consciousness: Works within approved budget. Conserves organizational resources. Develops and implements cost saving measures. Contributes to profits and revenue.                      Planning &amp; Organization: Prioritizes and plans work activities. Uses time efficiently. Plans for additional resources. Integrates changes smoothly. Sets goals and objectives. Works in an organized manner.                      Managing People: Provides direction and gains compliance. Includes subordinates in planning. Takes responsibility for subordinates' activities. Makes self available to subordinates. Provides regular performance feedback. Develops subordinates' skills and encourages growth.                      Quality Management: Fosters quality focus in others. Sets clear quality requirements. Measures key outcomes. Solicits and applies customer feedback. Improves processes, products, and services.                      Recruitment &amp; Staffing: Utilizes recruitment sources. Exhibits sound interviewing skills. Presents positive, realistic view of the organization.</p>
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Name	Title	Job Duties and Responsibilities
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Analyzes and forecasts staffing needs. Makes quality hiring decisions.  
**QUALIFICATIONS:** The requirements listed below are representative of the knowledge, skill, and/or ability required to perform this job successfully.

**Education:** A master's degree in Education Leadership or equivalent. Sixty hours of ESOL training within two years of appointment for K-12 principals.

**Experience:** Prior school-based administrative experience required.

**Certificates/Licenses/Registrations:** Florida School Principal Certification required (Vocational Education Director or Adult Administration Certification required for Adult/Technical Centers).

**Title:** Title: Principal

**Job Codes:** 10182, 10180, 12077

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**Language Skills:** Reads and interprets general business and professional journals, technical procedures, or regulations. Writes reports, correspondence, and manuals. Effectively presents and responds to questions from managers and the public.

**Mathematical Skills:** Works with math concepts such as probability and statistical inference, and fundamentals of geometry and trigonometry. Applies concepts such as fractions, percentages, ratios, and proportions to practical situations.

**Reasoning Ability:** Solves practical problems and deals with a variety of concrete variables in situations where only limited standardization exists. Interprets a variety of instructions furnished in written, oral, diagram, or schedule form.

**Computer Skills:** Microsoft Office.

**PHYSICAL DEMANDS:**

**Physical Activities:** Standing, walking, sitting, talking and hearing.

**Lifting Demands:** Up to 10 pounds.

**Reaching Activities:** Both dominant and non-dominant hand; overhead.

**Environmental Conditions:** Noise Intensity 3 moderate.

**OTHER REQUIREMENTS:** Published address and telephone number; subject to the provisions and expectation of the Hillsborough County Teacher Tenure Act.

**SUPERVISORY EXPECTATIONS:** Manage assigned clerical staff and subordinate professional personnel in one or more sections of the department. Take responsibility for the overall direction, coordination, and evaluation of assigned teams. Carry out supervisory responsibilities in accordance with the district's policies and applicable state and federal laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

**Title:** Title: Principal

**Job Codes:** 10182, 10180, 12077

4

**DISTRICT EXPECTATIONS:** All district employees must:

? Demonstrate regular and predictable attendance. Physical presence is a part of a reliable and predictable pattern of attendance.

Name	Title	Job Duties and Responsibilities
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? Support the district’s vision, mission, goals, and Strategic Plan.  
 ? Engage in civility, respect, and professionalism.  
 ? Maintain the professional knowledge and skills necessary to perform the essential duties and responsibilities of their positions.

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	19	12	13	13	14	19	0	0	0	0	0	0	0	90
Attendance below 90 percent	3	3	4	4	1	1	0	0	0	0	0	0	0	16
One or more suspensions	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	2	3	5	0	0	0	0	0	0	0	10
No Previous FSA Score	0	0	0	1	0	2	0	0	0	0	0	0	0	3

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	4	4	10	0	0	0	0	0	0	0	18

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

6

**Date this data was collected or last updated**

Tuesday 7/2/2019

**Prior Year - As Reported**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	6	4	6	2	3	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	1	9	5	0	0	0	0	0	0	0	15

**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	1	1	1	0	0	0	0	0	0	0	3

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	52%	57%	45%	52%	56%
ELA Learning Gains	52%	55%	58%	68%	52%	55%
ELA Lowest 25th Percentile	0%	50%	53%	0%	46%	48%
Math Achievement	49%	54%	63%	34%	55%	62%
Math Learning Gains	62%	57%	62%	55%	57%	59%
Math Lowest 25th Percentile	0%	46%	51%	0%	44%	47%
Science Achievement	57%	50%	53%	46%	51%	55%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	19 (0)	12 (0)	13 (0)	13 (0)	14 (0)	19 (0)	90 (0)
Attendance below 90 percent	3 (0)	3 (0)	4 (0)	4 (0)	1 (0)	1 (0)	16 (0)
One or more suspensions	1 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	3 (0)	6 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (0)	3 (0)	5 (0)	10 (0)
No Previous FSA Score	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	2 (0)	3 (0)

#### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	54%	9%	62%	1%
	2018	27%	55%	-28%	62%	-35%
Same Grade Comparison		36%				
Cohort Comparison						
04	2019	33%	57%	-24%	64%	-31%
	2018	47%	57%	-10%	62%	-15%
Same Grade Comparison		-14%				
Cohort Comparison		6%				
05	2019	36%	54%	-18%	60%	-24%
	2018	20%	54%	-34%	61%	-41%
Same Grade Comparison		16%				

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

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

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20			40							
BLK	38			38							
HSP	62	36		50	40						
FRL	53	52		49	62		57				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	38	71		17	36						
HSP	53	73		47	64						
FRL	45	68		34	55		46				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	5
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Student learning gains dropped in these two categories from the previous school year in both reading and math.

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

Student learning gains in ELA had the greatest decline. Struggling students that enroll exhibit a trend of not attending school regularly and come to school lacking the consistent interventions of instruction. In addition, many if not all enroll having experienced some form of trauma.

#### 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

Student learning gains in both ELA and Math dropped comparable to the state average.

The inconsistency in attending school and building a relationship within our school takes time.

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

3rd grade ELA proficient scores went up.  
 Leadership team developed a consistent schedule that provided timely support for students. Reading resource teacher provided support and Rtl schedule for students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance

Interventions for instruction with struggling students

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

1. Student and Staff Culture
2. Student Attendance
3. Planning time for teachers to collaborate and design lessons that meets the needs of their students.

## **Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Culture of Personalized Learning
<b>Rationale</b>	Students will be better served in all curriculum areas by more collaborative/ supportive school staff with a greater focus on student driven learning.
<b>State the measureable outcome the school plans to achieve</b>	Students in grades K-5 will show learning gains of at least 50% on their typical growth Winter Diagnostic I-Ready report for Reading and Math. The spring diagnostic report should reflect 100% growth for all students in grades K-5.
<b>Person responsible for monitoring outcome</b>	Dave Mc Meen (dave.mcmeen@sdhc.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>More collaborative planning time is needed for all staff to allow classroom instruction to be more student centered and differentiated to meet the students' specific needs.</p> <p>Encourage a culture of collaboration and coaching for all staff. All stakeholders will be more supportive by taking ownership for all student learning.</p> <p>The MTSS process starts with looking at all student data. The leadership teams meets every Tuesday to discuss student academic and behavior progress. Students are placed into the tier system (tier 1, 2, 3) and interventions are provided through a common RTI schedule. Progress monitoring within our tier system ensures that we track all student progress.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>More collaborative planning time is needed for all staff to allow classroom instruction to be more student centered and differentiated to meet the students' specific needs.</p> <p>Consistently provide collaborative planning time for all staff.</p>
<b>Action Step</b>	
<b>Description</b>	<p>PD provided for all staff for new reading and math resources</p> <p>PD provided for all staff to scaffold and extend instruction to meet students' academic needs using performance scales</p> <p>Increase resource support staff (reading coach and resource teachers)</p> <p>Provide common planning time for adjacent grade level teachers and resource staff</p> <p>Increase planning time to 45 minutes at least one time a week</p> <p>Through collaborative planning of staff, students' informal/formal performance will be used to create new small group lessons.</p> <p>Create expectations with all staff for collaborative planning and coaching.</p> <p>Increase resources and materials to support small group instruction. (Reading A-Z, additional library books in our media center, Jan Richardson guided books, EL Learning resources, sight words flash cards</p>
<b>Person Responsible</b>	Dave Mc Meen (dave.mcmeen@sdhc.k12.fl.us)

<b>#2</b>	
<b>Title</b>	SWD and African American Students
<b>Rationale</b>	Both subgroups were below the required 41% of students making adequate progress.
<b>State the measureable outcome the school plans to achieve</b>	Currently, there are 13 students enrolled in third grade, 14 students in fourth grade and 19 students in fifth grade for a total of 46 students. Currently, there are 25/46 African American students or 54%. Currently, there are 11/46 Students with Disabilities or 24%. Six additional students have pending referrals.
<b>Person responsible for monitoring outcome</b>	Dave Mc Meen (dave.mcmeen@sdhc.k12.fl.us)
<b>Evidence-based Strategy</b>	Because of the increase in the number of Students with Disabilities our school has been able to hire a full time ESE teacher. Our ESE teacher will begin using Brainspring with all of her ESE students.
<b>Rationale for Evidence-based Strategy</b>	After reviewing the data it was determined that a large percentage of our SWD were more than one year behind.  A high percentage of our African American students are also ESE for which this new curriculum will support both African American students and Students with Disabilities.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hire a full time ESE teacher</li> <li>2. Send ESE teacher to Brainspring training</li> <li>3. Implement new curriculum with all of her grade 3-5 students.</li> <li>4. Hire an ELP tutor that will work with grades 3-5 students two days a week.</li> <li>5. Change the schedule to increase staff support with students during Rtl.</li> </ol>
<b>Person Responsible</b>	Dave Mc Meen (dave.mcmeen@sdhc.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Student culture. This is being addressed by how we organize each and every day. We may not be able to control how students arrive to us every day but we can control how we implement our daily schedule. Students begin the day with spending time in preparing their mind and body. Inner Explorer is a meditation for kids program that teaches students how to quiet their mind and their bodies. In addition to this we also have time set aside for kid yoga. Students engage in stretching and breathing techniques that also helps prepare their mind before the academic work. Students that need more time are provided their quiet time before beginning their day. School Social Worker, School Psychologist and Guidance Counselor all have students that they counsel on a weekly basis. Strategies are being taught to the students so they can better handle the trauma they have previously experienced. To further enhance the student learning for our students, our school will



participate by allowing our students to attend grade level appropriate field trips. Students will explore and learn from the community resources that can be found in our county.

Student Attendance. Student mobility averages between 40-50% every year. Many students enroll at Sullivan Partnership School having missed many days of school or come to school tardy. Our full time School Social Worker will monitor student absences and tardies throughout the school year and will address each family to develop a plan.

Staff Training. Teacher will be provided the opportunity to learn more about additional curriculum resources that will support our struggling student learners. Teachers will be able to research and develop reading curriculum training and present this information to other staff members. EL Learning and Jan Richardson are two resources that teachers will have the opportunity to learn more about and how to bring these resources into their classrooms for their students. This will address the learning for our highest needs students.

Professional Learning. PLC's and and common planning time is an area that teachers will be able to spend time together during the day and after school to develop lesson plans that will support the learning of the students in their class.

Professional Development. Teacher will continue to learn about Marzano's work on a monthly basis. Topics include learning targets and learning scales. Teachers will learn how to make this more accessible to the students and the student take charge of their own learning with the support of the teacher.

Parent engagement. We encourage parents to participate in their child's academic journey by designing Parent-Teacher-Student conferences four times a year. Both parents and students attend these prescheduled conferences to discuss academic progress as well as areas where improvement is needed.

Back to School event is held at Metropolitan Ministries and the schools holds an Open House for parents and students to attend. A parent curriculum night will be held in the fall to encourage parents to take an active role in learning what students are learning in the classroom.

Community partners. Sullivan Partnership School has many adult mentors that visit each week to mentor a student at our school. This program has been consistently in place each and every year and more mentors are signing up every year.

The Straz Center has also partnered with our school to offer student additional instruction in the "Arts" (dance, ballet, chorus, etc.). Parents have the opportunity to attend a culminating event which highlights what they have learned throughout the year.

Community partners have also provided donations to the school to offer students the opportunity to attend field trips.

Additional partners from across the country have also been involved in school beautification projects that has further enhanced the connection between Metropolitan and Sullivan Partnership.

## Part IV: Title I Requirements

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Positive relationships with parents begins before their child enrolls in school. Presentations have been given and will continue throughout the year in Head Start programs near our school. Scheduled Parent-Teacher Conference nights and School Advisory Council meetings are published well in advance for parents to attend. Student academic awards and incentives are also provided at the same time to students and parents. A close relationship with Metropolitan Ministries will continue to ensure communication is open at all times. All teachers will be in attendance for student performances held in December and May of each school year. Open House for parents and students to meet their teacher will also be scheduled prior to the first day of school. A Parent Curriculum night will be scheduled in the fall for parents and students to attend. Any time student attendance, behavior, academic or housing concern comes up a parent meeting will be held and a support plan put in place.

**PFEP Link**

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at:  
<http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely

with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:  
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

#### TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

#### TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

#### TitleX- Homeless

Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

#### TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

#### HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Metropolitan Ministries provides an abundance of resources to students and the community to ensure there is a focus on college and career awareness. Students will be engaged in a variety of activities in which they will experience preparedness for college and beyond. One to five students are selected each year to be the recipient of a Florida Prepaid College Program. Donations provided from the community are then coordinated through the Hillsborough Education Foundation. Mentors are chosen for these new student recipients and they mentor these students all the way through high school.

HCPS has strategies in place to advance college and career awareness which includes: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and

opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

The Great American Teach in is a county wide event that places community people directly in contact with our students at all grade levels for which they are able to share about their careers or jobs that they have. Students also have the opportunity to attend field trips at every grade level. Junior Achievement is directly involved in presenting to our students about the careers these people have and the steps they have taken to achieve such status. JA Biz town is another opportunity for our 5th grade students. The Straz Center is directly involved with our school and students receive instruction from community teachers in their field. Community supporters have provided funding to support one to five students with a Florida Prepaid College tuition. 40-60 adult mentors volunteer from TECO, Grow Financial, K-Force and Seniors in Service to mentor a student every week.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Culture of Personalized Learning</b>				<b>\$184,720.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0123 - Patricia Sullivan Metropolitan Ministries	Other	0.43	\$32,250.00
<i>Notes: TSSA Reading Coach</i>						
			0123 - Patricia Sullivan Metropolitan Ministries	Title, I Part A	0.57	\$42,750.00
<i>Notes: Reading Coach The funding for the reading coach will come from TSSA and Title I/SAI to make up 1.0.</i>						
			0123 - Patricia Sullivan Metropolitan Ministries	Title, I Part A	2.0	\$100,000.00
<i>Notes: Reading Resource (Primary) Reading/Writing Resource (Intermediate)</i>						
			0123 - Patricia Sullivan Metropolitan Ministries	Other	0.0	\$9,720.00
<i>Notes: T-Payroll for 6 employees to work up to 40 hours per person to develop writing and reading curriculum to be provided after school and on Saturday Academy. \$8941.06 for T-Payroll \$778.94 for writing and reading supplies</i>						
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: SWD and African American Students</b>				<b>\$0.00</b>
<b>Total:</b>						<b>\$184,720.00</b>