Cork Elementary School

2019-20 Schoolwide Improvement Plan

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Cork Elementary School

3501 N CORK RD, Plant City, FL 33565

[no web address on file]

Demographics

Principal: Sherri Lyn Black

Start Date for this Principal: 6/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (44%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Cork Elementary exemplifies a safe and nurturing environment where people from diverse cultures and beliefs come together to build confidence, excel in learning, strengthen inter-personal relationships, and be a stellar example of our families, community, and district.

Provide the school's vision statement.

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
Black, Sherri	Principal	Leadership team meetings can include the following: Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chair School Psychologist School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math) ESE Lead ESOL Resource Teacher PLC Liaisons for each grade level and/or content area The purpose of the core Leadership Team is to: 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within thecontent/grade level teams. A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs. Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County. HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a

Name	Title	Job Duties and Responsibilities
		principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development. Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact. Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	10	11	9	8	9	0	0	0	0	0	0	0	47
One or more suspensions	0	1	0	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	10	27	41	0	0	0	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	46	56	27	0	0	0	0	0	0	0	129

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	2	3	6	0	0	0	0	0	0	0	11

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	11	1	11	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)
36

Date this data was collected or last updated
Wednesday 6/26/2019

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	10	11	8	6	15	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	20	28	0	0	0	0	0	0	0	71

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	3	4	0	0	0	0	0	0	0	0	7

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	10	11	8	6	15	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	20	28	0	0	0	0	0	0	0	71

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	3	4	0	0	0	0	0	0	0	0	7

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	56%	52%	57%	51%	52%	55%
ELA Learning Gains	59%	55%	58%	52%	55%	57%
ELA Lowest 25th Percentile	54%	50%	53%	46%	51%	52%
Math Achievement	57%	54%	63%	51%	53%	61%
Math Learning Gains	64%	57%	62%	52%	54%	61%
Math Lowest 25th Percentile	55%	46%	51%	40%	46%	51%
Science Achievement	62%	50%	53%	59%	48%	51%

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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (0)	10 (10)	11 (11)	9 (8)	8 (6)	9 (15)	47 (50)
One or more suspensions	0 (0)	1 (0)	0 (0)	2 (1)	1 (1)	1 (0)	5 (2)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	10 (0)	27 (0)	41 (0)	78 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	46 (23)	56 (20)	27 (28)	129 (71)

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	55%	52%	3%	58%	-3%
	2018	62%	53%	9%	57%	5%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	52%	55%	-3%	58%	-6%
	2018	50%	55%	-5%	56%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		2%				
Cohort Comparison		-10%				
05	2019	57%	54%	3%	56%	1%
	2018	53%	51%	2%	55%	-2%
Same Grade Comparison		4%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	54%	-7%	62%	-15%
	2018	59%	55%	4%	62%	-3%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	54%	57%	-3%	64%	-10%
	2018	59%	57%	2%	62%	-3%
Same Grade Comparison		-5%				
Cohort Comparison		-5%				
05	2019	63%	54%	9%	60%	3%
	2018	43%	54%	-11%	61%	-18%
Same Grade Comparison		20%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	51%	11%	53%	9%
	2018	57%	52%	5%	55%	2%
Same Grade Comparison		5%				
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 2017-18	C & C Accel 2017-18
SWD	20	56	56	30	51	33	35				
ELL	38	49	52	41	58	61	27				
HSP	45	56	51	46	59	60	37				
WHT	63	60	56	63	69	50	77				
FRL	48	55	53	50	60	54	57				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	42	45	35	37	30	22				
ELL	36	44	44	32	36	33	26				
HSP	42	50	45	42	44	33	48				
WHT	67	58	55	63	57	44	68				
FRL	49	55	53	48	52	40	51				
2017 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
SWD	16	31	39	26	31	29	21				
ELL	19	31	31	33	44	46	36				
HSP	29	42	47	39	49	47	38				
MUL	50			67							
WHT	69	60	50	59	56	32	75				
FRL	43	46	47	44	48	36	51				

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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

The lowest performance was seen in ELA Achievement Points (56). This is a trend as little growth has been shown over time.

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

Gains were made in all areas. However, only 39% of ESE students were proficient which places them below the 41% range for ESSA.

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.

Cork's data reflects a deficit in Math Proficiency. We fell six percentage points below the state average. One barrier may have been the lack of resources and teachers needed further training in presenting lessons using the CRA (Concrete-Representations-Abstract) model. Fact fluency also seems to be a contributing factor to this gap.

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

Math Learning Gains in the Bottom Quartile showed significant gains (+15). Most of the points gained were from fifth grade. Improved teacher attendance was a major contributing factor. Additionally, the use of the standards based, mini-formative assessments to track progress helped teachers differentiate instruction.

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

Only 39% of our ESE students are proficient.
Many of these students are found in the BQ and score Level 1s on FSA.

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

1. Planning for Differentiated (Standards Based) Insturction
2. Vocabulary
3. Fact Fluency in Math
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Standards Based Planning for Differentiation of Instruction
Rationale	Our data shows that Proficiency in ELA is stagnant for the past two years. Additionally, ESSA reports that our ESE subgroup falls below 41% (Cork = 39%).

State the measurable outcome the school plans to achieve	Increase Proficiency scores in all categories by 4% for all students.
Person responsible for monitoring outcome	Sherri Black (sherri.black@hcps.net)
Evidence-based Strategy	Purposeful grouping of students and differentiated learning centers
Rationale for Evidence-based Strategy	All teachers will plan and implement explicit differentiated lessons and create an environment of tiered activities to promote grade level proficiency in reading and math. i-Ready diagnostic reports were used to make this determination.

Action Step

Description	1. Faculty Book Study: How to Differentiate Instruction in Mixed-Ability Classrooms by Carol A. Tomlinson 2. Create "Look fors" to be used as evidence of classroom implementation. 3. Classroom walk-throughs 4. Use of standards based mini-formative assessments to track progress 5. Quarterly data chats with teachers about student progress
Person Responsible	Sherri Black (sherri.black@hcps.net)

#2	
Title	Vocabulary
Rationale	Based on i-Ready Data, vocabulary is a common deficit across all grade levels Our school population consists of 45% Hispanic students and 11% Migrant students with 25% of them receiving ELL support.

State the measurable outcome the school plans to achieve	Increase vocabulary development for all students across every grade level and in all content areas by 5% on i-Ready Instructional Grouping Report..
Person responsible for monitoring outcome	Sherri Black (sherri.black@hcps.net)
Evidence-based Strategy	Purposeful grouping of students and differentiated learning centers
Rationale for Evidence-based Strategy	All teachers will plan and implement explicit vocabulary lessons and create an environment of word consciousness throughout all content areas to promote grade-level vocabulary proficiency as measured by i-Ready. Vocabulary visible: anchor charts, word walls, and learning centers with scheduled explicit vocabulary times posted.

Action Step	
Description	1. School-wide explicit vocabulary teaching time (15 minutes) at each grade level. 2. Reading focus will be on word study especially in the content areas. 3. Reading Expert Team Member will continue instructional planning with each grade level. 4. During guided reading, vocabulary will be highlighted. 5. Reading Expert Team Members will provide professional development on vocabulary instruction (Word Nerds) during Reading Expert Team meetings. 6. Schoolwide vocabulary parade with parent participation.
Person Responsible	Sherri Black (sherri.black@hcps.net)

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).

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, Â§ 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.

We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls (English/Spanish) and posting everything on our website and social media. We focus

on communicating every child's progress to families by engaging parents in parent/teacher conferences and sending home mid-term progress reports quarterly. School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. We persist at building positive relationships with families.
-Newsletter/Websites/Edsby/Marque
-Parent Link/Remind (phone text system)
-Conference Nights
-Volunteer Orientation/Recognition
-Committee Events
-Great American Teach-In
-Ongoing community partnerships
-Volunteer program
-Open House
-SAC/PTA
-Parent Involvement Nights

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.

Social and Emotional Learning (SEL) Program
Students are engaged in SEL programs based on their needs and within the HCPS "Building Strong School Culture" framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school's culture.
Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers.
Behavior Management Plan
Included in the HCPS "Building Strong School Culture" framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.
Comprehensive behaviors plans should address a behavior support team, faculty/ stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.
It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom),and a separate tool to track ALL interventions (admin/ student services) There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

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

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 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.

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).

To ensure support systems, small group, and individual needs are met, the PSLT has calendars in place to coincide with district assessments. 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. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists,& teachers.

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.

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

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Standards Based Planning for Differentiation of Instruction				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1001 - Cork Elementary School	Title, I Part A		$0.00
			Notes: Purchase 22 laptops @ 622.00 each = 13,684.00 Lawson #s 3019607 and 2927218			
			1001 - Cork Elementary School	Title, I Part A		$0.00
			Notes: Purchase Heinemann's Math in Practice School Bundle 549.00 (a set of 14 books for grades K-5)			
	5100	520-Textbooks	1001 - Cork Elementary School	Title, I Part A		$0.00
			Notes: Purchase i-Ready LAFS Teacher Editions: 9 books = 257.04			
	5100	529-Technology-Related Textbooks	1001 - Cork Elementary School	Title, I Part A		$0.00
			Notes: Purchase Fountas & Pinnell's LLI Kits for K-2 and one day of training. Kits = 9640.00 + Shipping estimate 964.00 = 10,604.00 Training Day = 2499.00 Total = 13,103.00			
2	III.A.	Areas of Focus: Vocabulary				$0.00

Function	Object	Budget Focus	Funding Source	FTE	2019-20
6200	610-Library Books	1001 - Cork Elementary School	Title, I Part A		$0.00
		Notes: Purchase additional books for the Media Center.			
				Total:	**$0.00**