

Hillsborough County Public Schools

# Corr Elementary School



## 2019-20 Schoolwide Improvement Plan

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## Corr Elementary School

13020 KINGS LAKE DR, Gibsonton, FL 33534

[ no web address on file ]

### Demographics

Principal: Kristi Lyn Ricketts

Start Date for this Principal: 6/24/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-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 below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (45%) 2014-15: D (40%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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.

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## Corr Elementary School

13020 KINGS LAKE DR, Gibsonton, FL 33534

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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	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

### School Grades History

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

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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 environment in which families, staff, and community actively work together with the students to help all of them realize and reach their full potential.

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

Positive Respectful Individuals Demonstrating Excellence

### 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
Ricketts, Kristi-Lyn	Principal	To contribute data and suggestion to better improve our SIP.
Sultan, Rebecca	SAC Member	SAC Chair

### 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	123	101	100	125	123	123	0	0	0	0	0	0	0	695
Attendance below 90 percent	19	23	16	24	20	14	0	0	0	0	0	0	0	116
One or more suspensions	0	1	0	2	2	3	0	0	0	0	0	0	0	8
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	49	43	34	0	0	0	0	0	0	0	126

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	12	12	0	0	0	0	0	0	0	28

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	2	3	0	12	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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

70

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

Monday 6/24/2019

### 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	18	10	7	10	13	9	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
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	12	50	45	0	0	0	0	0	0	0	107

**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	5	0	0	0	0	0	0	0	5

### 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	18	10	7	10	13	9	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
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	12	50	45	0	0	0	0	0	0	0	107

**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	16	10	11	0	0	0	0	0	0	0	37

## 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	42%	52%	57%	45%	52%	55%
ELA Learning Gains	49%	55%	58%	53%	55%	57%
ELA Lowest 25th Percentile	46%	50%	53%	43%	51%	52%
Math Achievement	43%	54%	63%	39%	53%	61%
Math Learning Gains	52%	57%	62%	58%	54%	61%
Math Lowest 25th Percentile	38%	46%	51%	49%	46%	51%
Science Achievement	45%	50%	53%	43%	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	123 (0)	101 (0)	100 (0)	125 (0)	123 (0)	123 (0)	695 (0)
Attendance below 90 percent	19 (18)	23 (10)	16 (7)	24 (10)	20 (13)	14 (9)	116 (67)
One or more suspensions	0 (0)	1 (0)	0 (0)	2 (1)	2 (0)	3 (2)	8 (3)
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)	49 (12)	43 (50)	34 (45)	126 (107)

**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	36%	52%	-16%	58%	-22%
	2018	40%	53%	-13%	57%	-17%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	40%	55%	-15%	58%	-18%
	2018	42%	55%	-13%	56%	-14%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
05	2019	43%	54%	-11%	56%	-13%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	54%	-17%	62%	-25%
	2018	38%	55%	-17%	62%	-24%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	40%	57%	-17%	64%	-24%
	2018	46%	57%	-11%	62%	-16%
Same Grade Comparison		-6%				
Cohort Comparison		2%				
05	2019	41%	54%	-13%	60%	-19%
	2018	49%	54%	-5%	61%	-12%
Same Grade Comparison		-8%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	51%	-8%	53%	-10%
	2018	46%	52%	-6%	55%	-9%
Same Grade Comparison		-3%				
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	17	35	42	22	38	39	21				
ELL	27	43	40	29	51	52	22				
BLK	31	43	53	25	40	24	32				
HSP	38	50	42	37	49	48	36				
MUL	45	43		60	79						
WHT	59	58	55	65	62		71				
FRL	38	51	49	37	50	41	41				
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	25	44	38	29	50	48	44				
ELL	26	43	41	32	50	39	33				
BLK	39	42	21	29	52	36	38				
HSP	43	53	52	48	60	33	53				
MUL	56	50		61	40						
WHT	56	54		58	65	42	50				
FRL	41	49	39	40	54	38	45				

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	13	28	24	15	61	56	14				
ELL	21	43	42	18	60	67	15				
BLK	38	58	56	26	44	24	39				
HSP	35	44	39	34	64	66	32				
MUL	69			62							
WHT	70	68		60	57		82				
FRL	36	52	43	30	55	49	33				

### 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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	62
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	45
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 data point that showed the lowest performance for the 2018-2019 school year is our third grade ELA scores. There are 36% of third graders are proficient in ELA. Our ELL population increased this year along with the population of students with disabilities. Those are two huge factors that contribute to the performance being so low in 3rd grade ELA.

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

The greatest decline in our data is the fifth grade math data point. In 2018, 49% of our 5th graders were proficient and in 2019 41% of our fifth graders scored proficient. This decline in math is most likely due to the absences of a math curriculum book and also the lack of exposure to gridded response questions.

**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.**

Our biggest gap in when comparing our school percentages to state percentages would be our 3rd grade math scores. The state reports that 62% of 3rd graders are proficient and 37% of our 3rd graders are proficient in Math. Our ELL population increased this year along with the population of students with disabilities.

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

According to our school grade data, our ELA bottom quartile was the most improved area, up 6% from 40% in 2018 to 46% in 2019. This past year we hired additional day time tutors to target small groups of identified students and also specifically targeted students for after school ELP.

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

According to our EWS data, the two areas of concern are with our attendance and with behaviors. We had more suspensions and more referrals this year compared to other years.

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

1. Learning gains in core subject areas
2. Culture of learning
3. Improve attendance
4. Improve student behaviors
5. Increase engagement

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Targeted actionable instruction based on students needs
<b>Rationale</b>	This area of focus was identified because 49 of our 125 3rd graders achieved a 1 on the FSA in the 2018-2019 school year. These students needs will also be identified by looking at sub group data.
<b>State the measurable outcome the school plans to achieve</b>	Our measurable goal is to reach 54% proficiency in all subject areas for the school year 2019-2020. At least 75% of my students in the bottom quartile will show growth in all subjects in the school year 2019-2020. At least 60% of my students our ESSA sub groups will show growth in all subjects in the school year 2019-2020.
<b>Person responsible for monitoring outcome</b>	Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)
<b>Evidence-based Strategy</b>	Small group instruction based on data
<b>Rationale for Evidence-based Strategy</b>	We are implementing this strategy to provide students with instruction based on deficits that data shows to ultimately close the learning gap.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hire a Reading Coach, a Reading Resource teacher, and a Math Coach.</li> <li>2. Implement standards based instruction and assessments through common planning time.</li> <li>3. Coaches will support and help find resources for small groups</li> <li>4. Creating a structure for planning periods</li> <li>5. Resource Teacher will provide small group instruction based on data.</li> </ol>
<b>Person Responsible</b>	Kristi-Lyn Ricketts (kristi-lyn.ricketts@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).**

Other schoolwide improvement priorities for the 2019-2020 school year are improve the culture among students and we intend to improve behavior issues to reduce the number of referrals.

## 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.**

School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. We work hard at building positive relationships with our families and community partners. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls and posting everything on our website and social media. We make every effort to communicate every child's progress to the parents by sending home quarterly progress alerts and having parent teacher conferences

- Open House
- SAC/PTA
- 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

#### **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.

**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.**

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;

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.

Title I:

Part A

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

Part C- 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.

Title X- 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.

Title IV

Funds used provide academic enrichment activities for high-needs students including counseling, STEM, arts, civics, IB/AP. Funds support safe and healthy students through mental health services, drug and violence prevention.

**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. We are also an AVID school mostly for 4th and 5th grade but all grades are using the organizational strategies part of it. We also participate in the Great American Teach-In.

## Part V: Budget

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

1	III.A.	Areas of Focus: Targeted actionable instruction based on students needs				\$189,100.43
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0054 - Corr Elementary School	Title, I Part A	1.0	\$54,200.20
			<i>Notes: Reading Coach- Angela Seifert</i>			
	5100	120-Classroom Teachers	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00

			<i>Notes: Math Coach- Patrick Cronin</i>			
	5100	120-Classroom Teachers	0054 - Corr Elementary School	Title, I Part A	1.0	\$66,200.11
			<i>Notes: Reading Resource-Tracey Zirfas</i>			
	5100	210-Retirement	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Reading Coach- Angela Seiferd</i>			
	5100	220-Social Security	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Reading Coach- Angela Seiferd</i>			
	5100	230-Group Insurance	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Reading Coach- Angela Seiferd</i>			
	5100	240-Workers Compensation	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Reading Coach- Angela Seiferd</i>			
	5100	210-Retirement	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Math Coach- Patrick Cronin</i>			
	5100	220-Social Security	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Math Coach- Patrick Cronin</i>			
	5100	230-Group Insurance	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Math Coach- Patrick Cronin</i>			
	5100	240-Workers Compensation	0054 - Corr Elementary School	Title, I Part A	1.9	\$0.00
			<i>Notes: Math Coach- Patrick Cronin</i>			
	5100	210-Retirement	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Reading Resource-Tracey Zirfas</i>			
	5100	220-Social Security	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Reading Resource-Tracey Zirfas</i>			
	5100	230-Group Insurance	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Reading Resource-Tracey Zirfas</i>			
	5100	240-Workers Compensation	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
			<i>Notes: Reading Resource-Tracey Zirfas</i>			
	5100	120-Classroom Teachers	0054 - Corr Elementary School	Title, I Part A	1.0	\$58,200.12

			<i>Notes: Math Coach- Patrick Cronin</i>			
	5100	120-Classroom Teachers	0054 - Corr Elementary School	Title, I Part A	1.0	\$0.00
	5100	369-Technology-Related Rentals	0054 - Corr Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Online iReady Toolbox</i>			
	5100	510-Supplies	0054 - Corr Elementary School	Title, I Part A		\$500.00
			<i>Notes: Books for a group book study</i>			
<b>Total:</b>						<b>\$189,100.43</b>