

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

| | |
|--|--|
| 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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (45%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (45%) 2014-15: D (40%) |
| 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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13020 KINGS LAKE DR, Gibsonton, FL 33534

[no web address on file]

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">78%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">79%</p> |

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 | |
| Title | Targeted actionable instruction based on students needs |
| Rationale | 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. |
| State the measurable outcome the school plans to achieve | 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. |
| Person responsible for monitoring outcome | Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net) |
| Evidence-based Strategy | Small group instruction based on data |
| Rationale for Evidence-based Strategy | We are implementing this strategy to provide students with instruction based on deficits that data shows to ultimately close the learning gap. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Hire a Reading Coach, a Reading Resource teacher, and a Math Coach. 2. Implement standards based instruction and assessments through common planning time. 3. Coaches will support and help find resources for small groups 4. Creating a structure for planning periods 5. Resource Teacher will provide small group instruction based on data. |
| Person Responsible | 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 Seiferd</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> | | | |
| Total: | | | | | \$189,100.43 | |