

Hillsborough County Public Schools

# Oak Park Elementary School



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>18</b>

# Oak Park Elementary School

2716 N 46TH ST, Tampa, FL 33605

[ no web address on file ]

## Demographics

Principal: Ryan Moody

Start Date for this Principal: 6/19/2019

<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 Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: F (27%) 2017-18: F (31%) 2016-17: D (40%) 2015-16: D (35%) 2014-15: F (24%)
<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>	
<b>ESSA Status</b>	CS&I

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>18</b>

## Oak Park Elementary School

2716 N 46TH ST, Tampa, FL 33605

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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	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	F	F	D	D

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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.**

Everyone learns every day.

**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
Moody, Ryan	Principal	

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	42	36	28	36	24	23	0	0	0	0	0	0	0	189
One or more suspensions	2	7	18	11	22	21	0	0	0	0	0	0	0	81
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	29	29	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	1	3	17	18	25	25	0	0	0	0	0	0	0	89

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	36	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	2	6	6	0	0	0	0	0	0	0	14

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

29

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

Thursday 8/1/2019

**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	1	36	37	43	18	25	0	0	0	0	0	0	0	160
One or more suspensions	0	1	3	7	6	17	0	0	0	0	0	0	0	34
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	33	41	49	0	0	0	0	0	0	0	123

**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	1	15	13	21	0	0	0	0	0	0	0	51

**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	1	36	37	43	18	25	0	0	0	0	0	0	0	160
One or more suspensions	0	1	3	7	6	17	0	0	0	0	0	0	0	34
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	33	41	49	0	0	0	0	0	0	0	123

**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	1	15	13	21	0	0	0	0	0	0	0	51

**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	24%	52%	57%	26%	52%	55%
ELA Learning Gains	43%	55%	58%	50%	55%	57%
ELA Lowest 25th Percentile	38%	50%	53%	65%	51%	52%
Math Achievement	20%	54%	63%	26%	53%	61%



School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	25%	57%	62%	45%	54%	61%
Math Lowest 25th Percentile	11%	46%	51%	44%	46%	51%
Science Achievement	30%	50%	53%	23%	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	42 (1)	36 (36)	28 (37)	36 (43)	24 (18)	23 (25)	189 (160)
One or more suspensions	2 (0)	7 (1)	18 (3)	11 (7)	22 (6)	21 (17)	81 (34)
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 (33)	29 (41)	29 (49)	107 (123)

### 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	19%	52%	-33%	58%	-39%
	2018	17%	53%	-36%	57%	-40%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	23%	55%	-32%	58%	-35%
	2018	33%	55%	-22%	56%	-23%
Same Grade Comparison		-10%				
Cohort Comparison		6%				
05	2019	24%	54%	-30%	56%	-32%
	2018	22%	51%	-29%	55%	-33%
Same Grade Comparison		2%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	20%	54%	-34%	62%	-42%
	2018	14%	55%	-41%	62%	-48%
Same Grade Comparison		6%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	13%	57%	-44%	64%	-51%
	2018	27%	57%	-30%	62%	-35%
Same Grade Comparison		-14%				
Cohort Comparison		-1%				
05	2019	15%	54%	-39%	60%	-45%
	2018	20%	54%	-34%	61%	-41%
Same Grade Comparison		-5%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	51%	-25%	53%	-27%
	2018	15%	52%	-37%	55%	-40%
Same Grade Comparison		11%				
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	7	28	23	12	14		9				
ELL	32	58		33	30						
BLK	20	37	30	16	21	10	21				
HSP	38	60		25	20						
MUL	29			33							
WHT	45			64							
FRL	23	43	38	19	25	11	30				
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	2	37	50	6	28	37	5				
ELL	21	27		17	20						
BLK	21	42	47	16	32	32	12				
HSP	16	42		19	26						
MUL	70			50							
WHT	50			58							
FRL	24	41	51	20	34	34	15				

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	8	43	46	6	23						
ELL	25	45		29	36						
BLK	22	46	64	23	44	43	13				
HSP	30	69		29	38						
MUL	67			55							
FRL	26	50	65	25	45	44	23				

### 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)	CS&I
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	22
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	55
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	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.**

Math BQ

Factors

-Lack of instructional staff, NO 4th grade teachers, missing 1 3rd grade teacher. Half of 4th grade students completed a second year of instruction without a certified teacher.

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

Math BQ

Factors

-Lack of instructional staff, NO 4th grade teachers, missing 1 3rd grade teacher. Half of 4th grade students completed a second year of instruction without a certified teacher.

**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.**

Math Achievement

Factors

-Lack of instructional staff, NO 4th grade teachers, missing 1 3rd grade teacher. Half of 4th grade students completed a second year of instruction without a certified teacher.

-Continuation of incomplete staffing over multiple years

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

Science

Science Coach

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

ATTENDANCE

BEHAVIOR

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

1. Coaching
2. Behavior
3. Teacher content knowledge
4. Parent advocacy

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Create a culture of high expectations for learning in our school
<b>Rationale</b>	Students lack background knowledge and prerequisite skills. Teachers lack content knowledge. Coaches struggle to build capacity in teachers. There was a lack of clear behavior expectations.
<b>State the measurable outcome the school plans to achieve</b>	55% of students will make learning gains in ELA and 50% will make learning gains in math.
<b>Person responsible for monitoring outcome</b>	Ryan Moody (ryan.moody@hcps.net)
<b>Evidence-based Strategy</b>	Utilization of PLCs Use a differentiated model for instruction Create a schoolwide behavior plan Content Area and Behavior Walkthroughs with targeted observables
<b>Rationale for Evidence-based Strategy</b>	Differentiated instruction will address the students' lack of background knowledge and prerequisite skills. The utilization of PLCs will allow coaches to build capacity and increase teacher content knowledge. Establishing a schoolwide behavior plan will identify clear rules and expectations for teachers and students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>Create a culture of reading <ol style="list-style-type: none"> <li>Create and maintain relevant, diverse classroom libraries</li> <li>Create a schoolwide independent reading block</li> <li>Use of Accelerated Reader program</li> <li>Use technology to present a wide-variety of text</li> <li>Provide professional development using a Technology Resource teacher</li> <li>Promotion of state-level reading list</li> <li>Monitored through targeted classroom walkthroughs, Accelerated Reader data and Common Unit assessments (every three weeks).</li> </ol> </li> <li>Create a model for coaching that focuses on building teacher capacity using Reading Coaches (2), Math Coaches (2), Science Coach, Behavior Specialist <ol style="list-style-type: none"> <li>Develop and deliver professional development to build and maintain coaching capacity</li> <li>Use technology utilize electronic observation platform to provide actionable feedback to teachers</li> <li>Monitored through calendars and coaching logs, PLC attendance and notes, as well as targeted classroom walkthroughs</li> </ol> </li> <li>Utilize small-group instruction in math <ol style="list-style-type: none"> <li>Student access to technology to build prerequisite knowledge</li> <li>Professional development focused on structures and use of data for instruction</li> <li>Curriculum resources for standards- and skill-based games such as dreambox</li> <li>Utilize common planning across grade levels</li> <li>Monitored through targeted classroom walkthroughs and Common Monthly assessments</li> </ol> </li> <li>Use Kickboard as a schoolwide behavior incentive <ol style="list-style-type: none"> <li>Student incentives for positive behavior</li> </ol> </li> </ol>

- b. Teacher incentives for appropriate use
- c. Monitored through data analysis of online positive and negative interactions
- 5. Establish schoolwide language for high expectations in all areas
  - a. Signage around school stating expectations
  - b. Materials to foster the cultural of learning in the school environment
  - c. Provide students in need with uniforms and supplies
  - d. Monitored through targeted classroom walkthroughs
- 6. Establish expectations for student discourse in content areas
  - a. Professional development focused on enhancing student discussion
  - b. Materials to implement discussion protocols
  - c. g. Monitored through targeted classroom walkthroughs
- 7. Utilized a balanced literacy approach to English Language Arts instruction
  - a. Implement new ELA Resources K-5
  - b. Professional development around planning and implementing new curriculum
  - c. Utilize common planning across grade levels
  - d. Assistant Principal planning time over the summer to support roll out of instructional initiatives
  - g. Monitored through targeted classroom walkthroughs and Common Unit assessments (every three weeks.
- 8. Establish schoolwide restorative practices
  - a. SEL curriculum
  - b. Professional Development for staff
  - c. Character development curriculum
  - d. Assistant teachers (2) to assist in implementing restorative practices around campus
  - e. Mentor Program for retained 3rd/4th grade male students
  - f. Monitored through survey data, attendance data, and targeted classroom walkthroughs
- 9. Extended Learning Program to increase student knowledge around prerequisite skills and background knowledge
  - a. Monitored through attendance logs and ELA and Math common assessments.
- 10. Parent Advocacy
  - a. Collaborate with African American and Multicultural Outreach coordinator to provide parent support program
  - b. Monitored through attendance logs and meeting agendas.

**Person Responsible** Ryan Moody (ryan.moody@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).**

- 1. Coaching
- 2. Behavior
- 3. Teacher content knowledge
- 4. Parent advocacy

All addressed in above Area of Focus

## 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 have established a partnership with Tony Coleman, CEO of AAASY solutions. He supports our parent involvement. including our annual parents breakfast and incentives for parent attendance at school events. We also have a partnership with Horace Mann to help increase student attendance. We also have a partnership with Wells Fargo and Altrusa. They provide mentoring and tutoring for students, as well as, providing educational learning opportunities, such as: school garden. The neighborhood retired grandmothers come to read to our primary students bi-monthly.

**PFEP Link**

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

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

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

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

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

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

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

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

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits



Shadow days

Middle school students visit, tutor and or perform at elementary schools

High school students visit, tutor, or perform at middle schools.

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

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes a multi-tiered system of supports 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)

Analyze student outcomes and make data-driven decisions:

What is the problem?

Why is it occurring?

What are we going to do about it?

Is it working?

Assess the implementation of the SIP:

Does the data show positive student growth?

Are we making progress toward the SIPs intended outcomes?

What can we do to sustain what's working?

What barriers to implementation are we facing?

What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure teacher support systems, small group, individual needs are met, the PSLT:

Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Support the implementation of high quality instructional practices during core and intervention blocks; Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

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

**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.**

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.

**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 Aide Nights; Post secondary 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.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Create a culture of high expectations for learning in our school</b>				<b>\$768,881.42</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3201 - Oak Park Elementary School	Other		\$225,000.00
<i>Notes: 2 Reading Coaches and 1 Behavior Specialist</i>						
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG	2.0	\$46,593.49
<i>Notes: 2 Assistant Teachers \$23,296.75x2=\$46,593.49 (includes IC)</i>						
	6300	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG		\$10,288.95
<i>Notes: T-payroll - Assistant Principal (at end of contract) summer planning time to support roll out of instructional initiatives \$12,000 = 343 hrs @ \$35/hr</i>						
	6400	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG		\$10,000.00
<i>Notes: Paid attendance for monthly professional development through Curriculum Clinics and leadership meetings \$10,000 = 667 hrs @ \$15/hr</i>						
			3201 - Oak Park Elementary School	Other		\$6,000.00
<i>Notes: uniforms</i>						
			3201 - Oak Park Elementary School	Title, I Part A		\$4,000.00
<i>Notes: Accelerated Reader program</i>						
			3201 - Oak Park Elementary School	Title, I Part A		\$20,000.00
<i>Notes: Purchase books for individual classroom libraries</i>						
	6400	330-Travel	3201 - Oak Park Elementary School	Other		\$10,000.00
<i>Notes: Travel for Leadership development - hotel, transportation, travel, registration fees, food stipend</i>						
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	Other		\$5,000.00
<i>Notes: Extended Learning Program and Saturday Academy resources</i>						

	5100	520-Textbooks	3201 - Oak Park Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: SSYRA project (class set of books, display boards etc)</i>			
			3201 - Oak Park Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Onsite field trips and author visits</i>			
			3201 - Oak Park Elementary School	Title, I Part A		\$20,000.00
			<i>Notes: Technology</i>			
			3201 - Oak Park Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Math fluency games</i>			
			3201 - Oak Park Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Books to go into the Book Vending Machine</i>			
			3201 - Oak Park Elementary School	Title, I Part A		\$30,000.00
			<i>Notes: Computer tables for Title 1 computer lab</i>			
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG	1.0	\$41,875.87
			<i>Notes: Math Resource Teacher</i>			
	5100	210-Retirement	3201 - Oak Park Elementary School	UniSIG		\$3,546.89
			<i>Notes: 8.47% of Math Resource Teacher</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$2,596.30
			<i>Notes: 6.2% of Math Resource Teacher FICA</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$607.20
			<i>Notes: 1.45% of Math Resource Teacher Medicare</i>			
	5100	230-Group Insurance	3201 - Oak Park Elementary School	UniSIG		\$7,412.03
			<i>Notes: 17.7% of Math Resource Teacher</i>			
	5100	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG		\$213.57
			<i>Notes: .51% of Math Resource Teacher</i>			
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG	1.0	\$38,251.07
			<i>Notes: Science Resource Teacher</i>			
	5100	210-Retirement	3201 - Oak Park Elementary School	UniSIG		\$3,239.87
			<i>Notes: 8.47% of Science Resource Teacher</i>			

	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$2,371.57
			<i>Notes: 6.2% of Science Teacher FICA</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$554.64
			<i>Notes: 1.45% of Science Teacher Medicare</i>			
	5100	230-Group Insurance	3201 - Oak Park Elementary School	UniSIG		\$6,770.44
			<i>Notes: 17.7% of Science Resource Teacher</i>			
	5100	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG		\$195.08
			<i>Notes: .51% of Science Resource Teacher</i>			
			3201 - Oak Park Elementary School	Other		\$8,500.00
			<i>Notes: Dreambox Math Program</i>			
			3201 - Oak Park Elementary School	Other		\$5,500.00
			<i>Notes: One book One School Project Purchases</i>			
			3201 - Oak Park Elementary School	Other		\$3,000.00
			<i>Notes: Classroom Library Purchases</i>			
	5100	520-Textbooks	3201 - Oak Park Elementary School	Other		\$7,500.00
			<i>Notes: One Book One School Project</i>			
	6300	120-Classroom Teachers	3201 - Oak Park Elementary School	Other		\$25,000.00
			<i>Notes: Curriculum Leadership Team Summer Planning</i>			
	5100	644-Computer Hardware Non-Capitalized	3201 - Oak Park Elementary School	UniSIG		\$28,889.00
			<i>Notes: 58 Laptop Lenovo computers @ 266.43, CASA @ 75. x 58; interactive white board and wall mounts. Quote available.</i>			
			3201 - Oak Park Elementary School	Title, I Part A		\$75,000.00
			<i>Notes: Writing Coach</i>			
	5100	210-Retirement	3201 - Oak Park Elementary School	UniSIG	1.0	\$3,946.47
			<i>Notes: 2 Assistant Teachers \$23,296.75x2=\$46,593.49 (includes IC)</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG	1.0	\$2,888.80
			<i>Notes: (FICA) 2 Assistant Teachers \$23,296.75x2=\$46,593.49 (includes IC)</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG	1.0	\$675.61
			<i>Notes: (Medicare) 2 Assistant Teachers \$23,296.75x2=\$46,593.49 (includes IC)</i>			

	5100	230-Group Insurance	3201 - Oak Park Elementary School	UniSIG	1.0	\$8,247.05
			Notes: 2 Assistant Teachers \$23,296.75x2=\$46,593.49 (includes IC)			
	5100	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG	1.0	\$237.63
			Notes: 2 Assistant Teachers \$23,296.75x2=\$46,593.49 (includes IC)			
	6300	210-Retirement	3201 - Oak Park Elementary School	UniSIG		\$871.47
			Notes: T-payroll - Assistant Principal (at end of contract) summer planning time to support roll out of instructional initiatives \$12,000 = 343 hrs @ \$35/hr			
	6300	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$637.91
			Notes: (FICA) T-payroll - Assistant Principal (at end of contract) summer planning time to support roll out of instructional initiatives \$12,000 = 343 hrs @ \$35/hr			
	6300	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$149.19
			Notes: (Medicare) T-payroll - Assistant Principal (at end of contract) summer planning time to support roll out of instructional initiatives \$12,000 = 343 hrs @ \$35/hr			
	6300	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG		\$52.47
			Notes: T-payroll - Assistant Principal (at end of contract) summer planning time to support roll out of instructional initiatives \$12,000 = 343 hrs @ \$35/hr			
	6400	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$620.00
			Notes: (FICA) Paid attendance for monthly professional development through Curriculum Clinics and leadership meetings \$10,000 = 667 hrs @ \$15/hr			
	6400	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$145.00
			Notes: (Medicare) Paid attendance for monthly professional development through Curriculum Clinics and leadership meetings \$10,000 = 667 hrs @ \$15/hr			
	6400	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG		\$51.00
			Notes: Paid attendance for monthly professional development through Curriculum Clinics and leadership meetings \$10,000 = 667 hrs @ \$15/hr			
			3201 - Oak Park Elementary School			\$5,000.00
			Notes: Professional Development Resources			
			3201 - Oak Park Elementary School			\$15,000.00
			Notes: Extended Learning Program and Saturday Academy payroll			
	5100	310-Professional and Technical Services	3201 - Oak Park Elementary School	UniSIG		\$45,775.00
			Notes: Catapult Learning Reading Intervention Program-Tutoring 22 Weeks - October - March 4 teachers - 4 days a week Targeted Students -Level 2			
	5100	510-Supplies	3201 - Oak Park Elementary School	UniSIG		\$1,677.85
			Notes: Per 5% Office Supply Cap: Classroom supplies			

Total:	\$788,390.25
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