

Hillsborough County Public Schools

# James Elementary School



## 2019-20 Schoolwide Improvement Plan

---

## Table of Contents

---

<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>9</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>16</b>
<b>Budget to Support Goals</b>	<b>18</b>

# James Elementary School

4302 E ELLICOTT ST, Tampa, FL 33610

[ no web address on file ]

## Demographics

Principal: Louis Murphy

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 (22%) 2017-18: F (29%) 2016-17: D (39%) 2015-16: D (32%) 2014-15: D (33%)
<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.

---

## 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>9</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>16</b>
<b>Budget to Support Goals</b>	<b>18</b>

## James Elementary School

4302 E ELLICOTT ST, Tampa, FL 33610

[ no web address on file ]

### 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	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

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

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Clemmie Ross James Academy will provide a safe nurturing environment that will instill social skills and academic excellence.

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

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

Clemmie Ross James Academy will empower today's students to become tomorrow's leaders.

### 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
Johnson Hewitt, Robin	Principal	The principal is responsible for the overall direction of the school, including academic excellence and overall positive school climate. This includes progress monitoring, supervising content coaches and the overall curriculum, and successful implementation of behavior systems.
McCluney, Kelly	Assistant Principal	
Roker, Vanity	Assistant 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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

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

**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	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

36

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

Monday 7/22/2019

**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	37	34	37	27	17	0	0	0	0	0	0	0	153	
One or more suspensions	0	7	9	22	16	16	0	0	0	0	0	0	0	70	
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	30	48	60	0	0	0	0	0	0	0	138	

**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	6	3	17	25	20	0	0	0	0	0	0	0	71

**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	37	34	37	27	17	0	0	0	0	0	0	0	153	
One or more suspensions	0	7	9	22	16	16	0	0	0	0	0	0	0	70	
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	30	48	60	0	0	0	0	0	0	0	138	

**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	6	3	17	25	20	0	0	0	0	0	0	0	71

## 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	17%	52%	57%	28%	52%	55%
ELA Learning Gains	30%	55%	58%	39%	55%	57%
ELA Lowest 25th Percentile	41%	50%	53%	44%	51%	52%
Math Achievement	14%	54%	63%	28%	53%	61%
Math Learning Gains	14%	57%	62%	45%	54%	61%
Math Lowest 25th Percentile	22%	46%	51%	70%	46%	51%
Science Achievement	16%	50%	53%	18%	48%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (1)	0 (37)	0 (34)	0 (37)	0 (27)	0 (17)	0 (153)
One or more suspensions	0 (0)	0 (7)	0 (9)	0 (22)	0 (16)	0 (16)	0 (70)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (30)	0 (48)	0 (60)	0 (138)

### 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	9%	52%	-43%	58%	-49%
	2018	21%	53%	-32%	57%	-36%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	13%	55%	-42%	58%	-45%
	2018	27%	55%	-28%	56%	-29%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-14%				
Cohort Comparison		-8%				
05	2019	20%	54%	-34%	56%	-36%
	2018	17%	51%	-34%	55%	-38%
Same Grade Comparison		3%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	14%	54%	-40%	62%	-48%
	2018	22%	55%	-33%	62%	-40%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	11%	57%	-46%	64%	-53%
	2018	35%	57%	-22%	62%	-27%
Same Grade Comparison		-24%				
Cohort Comparison		-11%				
05	2019	5%	54%	-49%	60%	-55%
	2018	18%	54%	-36%	61%	-43%
Same Grade Comparison		-13%				
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	11%	51%	-40%	53%	-42%
	2018	16%	52%	-36%	55%	-39%
Same Grade Comparison		-5%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	33	29	22	30	27	25				
ELL	6	23		10	14						
BLK	16	28	43	13	14	23	12				
HSP	23	30		18	13		30				
WHT	10			30							
FRL	17	30	41	14	14	22	16				

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	15	31	27	20	38	24	27				
ELL	28	36		12	53						
BLK	23	36	40	24	35	32	14				
HSP	33	25		39	46		33				
FRL	24	33	35	27	36	33	18				
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	7			11							
ELL	40	47		35	60						
BLK	24	36	45	26	43	67	17				
HSP	44	55		42	59		20				
FRL	28	39	44	28	46	72	18				

### 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	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	20
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	23
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	28
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
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 proficiency and math gains were the lowest. We had many substitute teachers in math classrooms, and as a result our math scores were low.

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

Mathematics, again, for the reason stated above.

**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.**

Mathematics, again, for the reason stated in a.

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

ELA lower quartile growth showed the most improvement. We focused on this, targeting students for supplemental interventions.

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

Poor behavior choices by students took a lot of time away from academic instruction. We are working on developing systems and policies to support student behavior.

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

1. Math achievement and growth
2. ELA proficiency
3. Behavior supports
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	We will establish meaningful and collaborative relationships through the use of high expectations and high quality instruction, to ensure all students make at least a year of growth..
<b>Rationale</b>	<p>Research indicates that student success both academically and behaviorally is directly linked to teacher high expectations.</p> <p>Teachers will consistently demonstrate high expectations for students and peers using Envision (Math) and a Literacy Curriculum Resource to provide quality instruction in (ELA)</p> <p>We will use "Leader in Me" as a resource to create a growth mindset for all students, teachers, staff and community.</p>
<b>State the measurable outcome the school plans to achieve</b>	<ol style="list-style-type: none"> <li>1. At least a year of growth for each student assessed by (FSA, I-ready, DRA, Running Records, Formative and informal assessments.</li> <li>2. Decrease overall student referrals and out of school suspensions and code yellow calls to the office by at least 20%.</li> <li>3. Increase student attendance from 92% to district average 96%.</li> </ol>
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Standards Based planning</li> <li>2. Leader in Me</li> <li>3. Professional Learning Communities</li> <li>4. Use of Literacy Curriculum Resource to provide support for ELA</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<p>PBIS Supports/ Incentives</p> <p>Our population of students are 99% free and reduced lunch. On average our students are between 2 to 3 grade levels below.</p> <p>This year we had 15 vacancies from beginning to end, which included ongoing subs.</p> <p>Stability of instruction has been an area of focus and consistent support with planning and scaffolding of the standards has been one of our priorities.</p>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use Literacy Curriculum Resource to plan for lessons focused on Standards in ELA.</li> <li>2. Use Envision as a resource to plan for lessons focused on standards in Math.</li> <li>3. Content focused planning using Literacy Curriculum Resource and Envision as a resource to plan for high quality instruction.</li> <li>4. Standards Based Planning PLCs, supported by content coaches</li> <li>5. Quarterly content focused 1/2 day planning sessions.</li> <li>6. Pre-planning and throughout the year, focused Professional Development on the structure of the ELA and Math block using Literacy Curriculum Resource and Envision.</li> <li>* Teachers will use Planbook.com as a resource to assist with ensuring that lesson plans have a focus and aligned with standards and next steps.</li> <li>7. Summer 2020 continued grade level and school wide data analysis</li> </ol>

planning.

8. Next steps in Guided Reading Training for all ELA teachers.

9. Staff and teacher training in "Leader in Me" structure and systems.

10. Foundations professional development on systems and structures for common and classroom environment.

11. Monthly New Teacher and staff culture, climate and instructional PD.

12: Professional Development in Guided Reading, Running Records and DRA

13. Teacher Professional Development pt 3. Culture

14. Professional development on "Hot Talk Cool Moves" math strategy training.

15. Professional development with a focus on Poverty, Trauma and Restorative Practices.

16. Monthly PBIS event/incentives.

17. Quarterly Report Card Awards (Ribbons, pencils)

18. Building school-wide data room.

19. Incentives for student attendance and academic achievement including school wide, classroom, grade level and teacher attendance.

20. Teacher morale incentives.

21. Building culture and climate through ongoing communication through the use of student agendas.

\* Beginning of the year and mid year post cards of introductions and celebrations.

22. Parental communication through newsletters and signage.

23. Continued Summer Planning through data analysis and creating next steps.

24. Ongoing planning sessions with Student support services to review student data in behavior and academic and create next steps for progress monitoring through the MTSS system.

25. Purchase Accelerated Reading Program to increase student engagement in reading school wide K-5.

26. Purchase Reading certificates, badges, charm tags to recognize student achievement in Reading, I ready, and math.

27. Teachers will participate in planning, data analysis and professional development training during Summer Planning sessions and Master Teachers Academy prior to Pre-planning.

28. Teachers will participate in day time planning PLCs and Demonstration Classroom opportunities. Substitute teachers will be needed to support this work.

29. Utilize parent liaison to support building relationships between the school and families/community

**Person Responsible**

[no one identified]

#### **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. Math achievement and growth
2. ELA proficiency
3. Behavior supports

## 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.**

The school will adopt the "Leader in Me" SEL curriculum to increase culture and climate of students, teachers, parent and community involvement. The SEL Coordinator will create a monthly newsletter highlighting the work of students and the learning community. The school will also use student planners to foster ongoing communication with school and community stakeholders.

#### **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)

For complete information, see 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:

- Daily "Leader in Me" SEL structured lessons focused on one of the Seven Habits
- Student leadership opportunities throughout the school community to focus on student worth, belonging and sense of pride.
- Guidance Counselors will provide weekly classroom guidance sessions to K-5 classes
- Guidance Counselors will provide Tier 2 and Tier 3 targeted group counseling sessions to groups using



supplemental resources ( Second Step) as a resource.

Site based Mental Health Counseling sessions for student and families for Tier 3 targeted students and families

Train a cadre of student ambassadors to help orient other students

Parent information and/or education opportunities

Service Learning Projects

**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 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)

Analyze student outcomes and make data-driven decisions.

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. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

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

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

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions.

Parent Liaison onboards new students and families to the school communicating school wide expectations, needs, uniforms and provide school wide tours.

Para provides assessments for students and serves as a transition partner to assist teachers with valuable data on student and provides students with a familiar adult contact upon arrival to campus.

**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.**

Great American Teach In ( November ) School wide opportunity for stakeholders to discuss hobbies and occupations, Partnership with neighboring middle school and High school providing student shadowing opportunities and mentoring.

## 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: We will establish meaningful and collaborative relationships through the use of high expectations and high quality instruction, to ensure all students make at least a year of growth..</b>				<b>\$312,408.36</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300		4747 - James Elementary School	Title, I Part A		\$0.00
			<i>Notes: Purchasing the Literacy Curriculum Resource for grades K-5 expected budget \$90,000</i>			
	6150		4747 - James Elementary School	Title, I Part A		\$0.00
			<i>Notes: Purchasing student planners for K-5 students to increase parent communication. Cost of planners \$1,645.</i>			
	6400		4747 - James Elementary School	Title, I Part A		\$0.00
			<i>Notes: Professional development for teachers to analyze data and to plan to use Literacy Curriculum Resource to create standards based lesson plans. Pre planning, Monthly planning sessions and quarterly half day planning sessions \$23,800. Teachers will participate in Guided Reading, Running Records and DRA Training.</i>			
	6400		4747 - James Elementary School	Title, I Part A		\$0.00
			<i>Notes: Teachers will use new math curriculum to analyze data and to create standards based lesson plans using Envision curriculum. Teachers will meet weekly, monthly and quarterly. \$23,800.</i>			
	6300		4747 - James Elementary School	Title, I Part A		\$0.00
			<i>Notes: Students and Teachers will use "Leader in Me" Curriculum as a resource to engage in self management of emotions. Students will focus on character and leadership \$95,000.</i>			
	6400		4747 - James Elementary School	Title, I Part A		\$0.00
			<i>Notes: Training for ELA teachers as a supplemental (ELA) resource for Leveled Literacy (LLI) for all ELA teachers, ELP teachers, Paras and resource teachers.</i>			
	5900		4747 - James Elementary School			\$0.00
			<i>Notes: On site field trip with a guest speaker that aligns with students being career-ready and goal-oriented, will be used to reinforce the 7 Habits of Leader in Me. The guest speaker will</i>			

			<i>empower our students to take on leadership roles and responsibilities within their academic and personal endeavors. This will include purchasing the guest speakers materials and resources.</i>		
	3373		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Increase student reading engagement through the use of Accelerated Reader ( AR) .</i>		
	3361		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Purchase student recognition badges, pins, certificates and sashes to recognize student leadership and character opportunities.</i>		
	6150		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Parent Night Parents will be invited to attend " Leader in Me" School wide character and leadership focus. Parents will be provided child care opportunities. Pay para funds to host students while parents attend the school event.</i>		
	6150	120-Classroom Teachers	4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Increase culture and climate through beginning of the year and mid year introduction and celebration mail outs.</i>		
	3373		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Use Accelerated Reading (AR) reading program to increase student engagement in reading and comprehension</i>		
	7710		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Continue planning and data analysis through Summer Planning with teachers and instructional coaches with K-5 teachers.</i>		
	6150		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Funding to support parents during Curriculum Night by providing child care.</i>		
	5000		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Poster maker to increase student engagement through communication and posting of learning target.</i>		
	7000		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Curriculum resources to support instruction in whole group and small group ( white boards, markers, high lighters, post it notes, etc.)</i>		
	3336		4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Students will use flash cards for fast facts and sight words to increase student proficiency in Reading and Math</i>		
			4747 - James Elementary School	Title, I Part A	\$0.00
			<i>Notes: Summer 2020 Continued planning as a faculty and staff engaging in data analysis and standards based planning.</i>		
	5100	120-Classroom Teachers	4747 - James Elementary School	UniSIG	2.0 \$108,768.00
			<i>Notes: 2 Resource Teachers (Behavior and STEM)</i>		

	5100	210-Retirement	4747 - James Elementary School	UniSIG		\$9,212.65
			<i>Notes: 8.47% of 2 Resource Teachers</i>			
	5100	220-Social Security	4747 - James Elementary School	UniSIG		\$6,743.62
			<i>Notes: 6.2% of 2 Resource Teachers FICA</i>			
	5100	220-Social Security	4747 - James Elementary School	UniSIG		\$1,577.14
			<i>Notes: 1.45% of 2 Resource Teachers Medicare</i>			
	5100	230-Group Insurance	4747 - James Elementary School	UniSIG		\$19,251.94
			<i>Notes: 17.7% of 2 Resource Teachers</i>			
	5100	240-Workers Compensation	4747 - James Elementary School	UniSIG		\$554.72
			<i>Notes: .51% of 2 Resource Teachers</i>			
	5100	120-Classroom Teachers	4747 - James Elementary School	UniSIG	1.0	\$60,003.78
			<i>Notes: Math Resource Teacher</i>			
	5100	210-Retirement	4747 - James Elementary School	UniSIG		\$5,082.32
			<i>Notes: 8.47% Math Resource Teacher</i>			
	5100	220-Social Security	4747 - James Elementary School	UniSIG		\$3,720.23
			<i>Notes: 6.2% Math Resource Teacher FICA</i>			
	5100	220-Social Security	4747 - James Elementary School	UniSIG		\$870.05
			<i>Notes: 1.45% Math Resource Teacher Medicare</i>			
	5100	230-Group Insurance	4747 - James Elementary School	UniSIG		\$10,620.67
			<i>Notes: 17.7% Math Resource Teacher</i>			
	5100	240-Workers Compensation	4747 - James Elementary School	UniSIG		\$306.02
			<i>Notes: .51% Math Resource Teacher</i>			
	5100	120-Classroom Teachers	4747 - James Elementary School	UniSIG	1.0	\$34,682.22
			<i>Notes: Rtl Specialist</i>			
	5100	210-Retirement	4747 - James Elementary School	UniSIG		\$2,937.58
			<i>Notes: 8.47% Rtl Specialist</i>			
	5100	220-Social Security	4747 - James Elementary School	UniSIG		\$2,150.30
			<i>Notes: 6.2% Rtl Specialist FICA</i>			

	5100	220-Social Security	4747 - James Elementary School	UniSIG		\$502.89
			<i>Notes: 1.45% Rtl Specialist Medicare</i>			
	5100	230-Group Insurance	4747 - James Elementary School	UniSIG		\$6,138.75
			<i>Notes: 17.7% of .88 Rtl Specialist</i>			
	5100	240-Workers Compensation	4747 - James Elementary School	UniSIG		\$176.88
			<i>Notes: .51% of .88 Rtl Specialist</i>			
	5100	150-Aides	4747 - James Elementary School	UniSIG	1.0	\$22,660.00
			<i>Notes: Parent Liaison</i>			
	5100	210-Retirement	4747 - James Elementary School	UniSIG		\$1,919.30
			<i>Notes: 8.47% Parent Liaison</i>			
	5100	220-Social Security	4747 - James Elementary School	UniSIG		\$1,404.92
			<i>Notes: 6.2% Parent Liaison FICA</i>			
	5100	220-Social Security	4747 - James Elementary School	UniSIG		\$328.57
			<i>Notes: 1.45% Parent Liaison Medicare</i>			
	5100	230-Group Insurance	4747 - James Elementary School	UniSIG		\$4,010.82
			<i>Notes: 17.7% Parent Liaison</i>			
	5100	240-Workers Compensation	4747 - James Elementary School	UniSIG		\$115.57
			<i>Notes: .51% Parent Liaison</i>			
	5100	390-Other Purchased Services	4747 - James Elementary School	UniSIG		\$8,669.42
			<i>Notes: Literacy Curriculum Materials through Central Printing Support materials will be utilized in planning CORE instruction for grades K-5 Printed in HCPS central printing department to reduce costs</i>			
<b>Total:</b>						<b>\$321,154.63</b>