Robles Elementary School

2019-20 Schoolwide Improvement Plan

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Robles Elementary School

4405 E SLIGH AVE, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Christine Harris   Start Date for this Principal: 7/1/2018

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* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (34%) 2017-18: D (36%) 2016-17: D (35%) 2015-16: D (39%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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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Robles Elementary School

4405 E SLIGH AVE, Tampa, FL 33610

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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	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

School Board Approval

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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.

To provide a high-quality education and the supports which enable each student to excel as a successful and responsible citizen.

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:

Robles Elementary strives to create an educational environment that enables all students to achieve success that prepares them 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
Rabeiro, Delilah	Principal	Leadership team includes AP, content coaches, grade level team leaders, guidance counselor, social worker and psychologist. We meet weekly to monitor data.

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	33	142	117	184	71	128	0	0	0	0	0	0	0	675
Attendance below 90 percent	0	44	41	51	11	15	0	0	0	0	0	0	0	162
One or more suspensions	0	5	13	18	14	29	0	0	0	0	0	0	0	79
Course failure in ELA or Math	0	0	0	58	50	80	0	0	0	0	0	0	0	188
Level 1 on statewide assessment	0	0	0	58	50	80	0	0	0	0	0	0	0	188

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	6	19	15	35	0	0	0	0	0	0	0	75

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	7	10	68	28	32	0	0	0	0	0	0	0	145
Students retained two or more times	0	0	0	18	7	6	0	0	0	0	0	0	0	31

FTE units allocated to school (total number of teacher units)
39

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	40	36	43	13	19	0	0	0	0	0	0	0	152
One or more suspensions	0	1	2	6	4	4	0	0	0	0	0	0	0	17
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	57	59	0	0	0	0	0	0	0	146

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	1	13	11	14	0	0	0	0	0	0	0	39

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	40	36	43	13	19	0	0	0	0	0	0	0	152
One or more suspensions	0	1	2	6	4	4	0	0	0	0	0	0	0	17
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	57	59	0	0	0	0	0	0	0	146

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	1	13	11	14	0	0	0	0	0	0	0	39

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	22%	52%	57%	26%	52%	55%
ELA Learning Gains	40%	55%	58%	45%	55%	57%
ELA Lowest 25th Percentile	51%	50%	53%	47%	51%	52%
Math Achievement	17%	54%	63%	23%	53%	61%
Math Learning Gains	41%	57%	62%	37%	54%	61%
Math Lowest 25th Percentile	43%	46%	51%	41%	46%	51%
Science Achievement	27%	50%	53%	24%	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	33 (0)	142 (0)	117 (0)	184 (0)	71 (0)	128 (0)	675 (0)
Attendance below 90 percent	0 (1)	44 (40)	41 (36)	51 (43)	11 (13)	15 (19)	162 (152)
One or more suspensions	0 (0)	5 (1)	13 (2)	18 (6)	14 (4)	29 (4)	79 (17)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	58 (0)	50 (0)	80 (0)	188 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	58 (30)	50 (57)	80 (59)	188 (146)

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	16%	52%	-36%	58%	-42%
	2018	22%	53%	-31%	57%	-35%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	19%	55%	-36%	58%	-39%
	2018	26%	55%	-29%	56%	-30%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				
05	2019	22%	54%	-32%	56%	-34%
	2018	38%	51%	-13%	55%	-17%
Same Grade Comparison		-16%				
Cohort Comparison		-4%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	15%	54%	-39%	62%	-47%
	2018	17%	55%	-38%	62%	-45%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	14%	57%	-43%	64%	-50%
	2018	15%	57%	-42%	62%	-47%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
05	2019	19%	54%	-35%	60%	-41%
	2018	31%	54%	-23%	61%	-30%
Same Grade Comparison		-12%				
Cohort Comparison		4%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	51%	-28%	53%	-30%
	2018	23%	52%	-29%	55%	-32%
Same Grade Comparison		0%				
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	15	23	25	10	26	17	17				
ELL	13	29		11	36		20				
BLK	22	40	50	17	41	41	28				
HSP	24	33		12	26						
WHT	21	54		22	54						
FRL	22	40	50	17	40	41	27				

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	21	46	45	21	22	9	29				
ELL	14	48		18	36		18				
BLK	32	52	57	23	37	30	25				
HSP	46	68		42	37		29				
WHT	8			8							
FRL	32	54	60	25	37	23	27				

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	32	33	14	27		17				
ELL	13	32	30	17	36						
BLK	27	48	52	24	36	39	25				
HSP	23	42		14	32						
WHT	6	17		18	23						
FRL	25	46	47	23	36	40	24				

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	38
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	59
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	28
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	34
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	33
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	38
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	37
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 Achievement was lowest. A contributing factor was that students came in low from the prior year. While we were unable to get them to proficiency, we were able to see large gains in learning gain points and in the lower 25%. Additionally there were multiple vacancies in math classrooms, leading to inconsistent instruction.

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

Math Achievement had the greatest decline from the prior year. A contributing factor was that students came in low from the prior year. While we were unable to get them to proficiency, we were able to see large gains in learning gain points and in the lower 25%. Additionally there were multiple vacancies in math classrooms, leading to inconsistent instruction.

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 was lowest. A contributing factor was that students came in low from the prior year. While we were unable to get them to proficiency, we were able to see large gains in learning gain points and in the lower 25%. Additionally there were multiple vacancies in math classrooms, leading to inconsistent instruction.

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

Math Lowest 25% showed the most improvement. Because students started the grade level with knowledge deficits, targeted instruction was given to help build foundational skills that were missing, resulting in a 20% increase from 2018-2019.

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

Areas of concern are low attendance and course failure in ELA or math

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

1. Culture of high expectations
2. Building positive relationships with all stakeholders
3. Use research-based strategies and resources for high impact instruction and engagement
4. Ensure intentional actions to develop and implement a community school partnership
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Creating a culture of high expectations characterized by positive relationships with all stakeholders and use of research-based strategies and resources for high impact instruction and engagement.
Rationale	Robles Elementary has earned a "D" rating from the FLDOE for the past 5 years. In 2018-2019 Robles faced the barriers of low attendance/high tardies (73% of students had 90% or higher attendance), lack of innovative teaching strategies and classroom structures, lack of home-school connection and support, disruptive behaviors impeding learning for all, low academic achievement/growth, teacher vacancies and turnover
State the measurable outcome the school plans to achieve	1a. Percentage of students with zero suspensions will increase from 88% to 95% by the end of the 2019-2020 school year. 1b. Percentage of students with 90% or more attendance will increase from 73% to 80% by the end of the 2019-2020 school year. 2a. Percentage of K-5 students 2+ years below grade level in K-5 on iReady Reading will decrease from 0% to 0% by the end of the 2019-2020 school year. 2b. Percentage of K-5 students 2+ years below grade level in K-5 on iReady Math will decrease from 0% to 0% by the end of the 2019-2020 school year. 2c. Percentage of 3-5 students scoring Level 1 in ELA will decrease from 0% to 0% by the end of the 2019-2020 school year. 2d. Percentage of 3-5 students scoring Level 2 in Math will decrease from 0% to 0% by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Delilah Rabeiro (delilah.rabeiro@hcps.net)
Evidence-based Strategy	1. Build positive relationships among all stakeholders 2. Use of research based strategies and resources for high impact instruction and engagement
Rationale for Evidence-based Strategy	Building positive relationships and usage of research based strategies and resources for high impact instruction have a positive effect on overall school culture as researched by Doug Fischer in Visible Learning.
Action Step	
Description	1. a. Clear expectations on rules of conduct (Essentials for Students) b. Implement and monitor House System (Ron Clark Academy model) through House Meetings, Morning Meetings, House Points, House Celebrations, etc. including PD, materials, supplies, & technology. Monitor student behavior on Essentials through House Points on RCA app c. Implementation of Foundations of PBIS with targeted Tier 2/3 support systems d. Use of RTI Resource Teacher to monitor and support Tier 2/3 Behavior for students and teachers e. Behavior Specialist and 2nd School Counselor will support school wide implementation of PBIS, assist in designing and implementing behavior plans for Tier 2 and Tier 3 students, support and coaching for teachers with student behavior f. Parent Liaisons will support utilization of school and community based resources ie. Parent Resource Room, Food Pantry, Clothes Closet including materials and supplies g. Professional Development to support building positive relationship with all stakeholders and promoting a positive school culture (ie. Ron Clark Academy, Get Your Teach On,

Discipline with Dignity, PBIS Foundations, etc) including materials and supplies (ie: registration fees, travel expenses, consultants)

h. Use of research based curriculum and technology, software and web based platforms such as Second Step and Inner Explorer to promote Socio-Emotional learning and mindfulness

i. Make resources available to families to support socio-emotional well being and academic growth (ie. books, pamphlets, trainings)

j. Use of Dr. Godfrey and My Journeys program with students and teachers to promote positive behavior choices

k. Use of Welcome postcards, flyers, and daily academic planners to increase home-school communication and education

2.a. Sustainability of technology integration (1:1 laptops, interactive projectors, headphones, speakers, iPads)

b. Use of software and web based platforms such as Legends of Learning, Flocabulary, Brain Pop for instruction and engagement

c. Professional Development with stipends to support high impact instruction and engagement including materials and supplies (ie: registration fees, travel expenses, consultants (ex. Sue O'Connell from Math in Practice and Diana Carry from Thinking Core)

d. Use high quality, viable instructional materials from EL Education

e. Engage in high quality PLC/Team Planning using inquiry cycle (ie creation of schedule with extended planning time during the work day, extended day for planning with pay, use of substitutes during school day for teachers to meet for PLCs)

f. Use of disciplinary literacy with a focus on vocabulary including materials and supplies

g. Use of engaging STEM lessons and activities including materials and supplies

h. Integration of technology (1:1 devices, interactive projectors, headphones, speakers, iPads, etc)

i. Use of collaborative structures for learning in the classroom

j. Use of flexible seating to create an engaging and autonomous environment

k. Use of RTI Resource Teacher to monitor/support Tier 2 and Tier 3 Academics for students/teachers

l. Use of Academic Coaches/Resource to monitor/support core academic areas for students/teachers

m. Technology Aide/Resource Teacher to implement/support school-wide use of technology for teachers/students

n. Educational field trips to enhance curriculum/support instruction

m. Use of daily academic planners, PeachJar and flyers to increase home-school communication

o. Implementation of after school clubs to support academic/social growth

Person Responsible Delilah Rabeiro (delilah.rabeiro@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. Culture of high expectations
2. Building positive relationships with all stakeholders
3. Use research-based strategies and resources for high impact instruction and engagement
4. Ensure intentional actions to develop and implement a community school partnership

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.

a. Clear expectations on rules of conduct (Essentials for Students)
b. Implement and monitor House System (Ron Clark Academy model) through House Meetings, Morning Meetings, House Points, House Celebrations, etc. including PD, materials, supplies, & technology. Monitor student behavior on Essentials through House Points on RCA app
c. Implementation of Foundations of PBIS with targeted Tier 2/3 support systems
d. Use of RTI Resource Teacher to monitor and support Tier 2/3 Behavior for students and teachers
e. Behavior Specialist and 2nd School Counselor will support school wide implementation of PBIS, assist in designing and implementing behavior plans for Tier 2 and Tier 3 students, support and coaching for teachers with student behavior
f. Parent Liaisons will support utilization of school and community based resources ie. Parent Resource Room, Food Pantry, Clothes Closet including materials and supplies
g. Professional Development to support building positive relationship with all stakeholders and promoting a positive school culture (ie. Ron Clark Academy, Get Your Teach On,Discipline with Dignity, PBIS Foundations, etc) including materials and supplies (ie: registration fees, travel expenses, consultants)
h. Use of research based curriculum and technology, software and web based platforms such as Second Step and Inner Explorer to promote Socio-Emotional learning and mindfulness
i. Make resources available to families to support socio-emotional well being and academic growth (ie. books, pamphlets, trainings)
j. Use of Dr. Godfrey and My Journeys program with students and teachers to promote positive behavior choices
k. Use of Welcome postcards, flyers, and daily academic planners to increase home-school communication and education

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 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:
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 support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide assessment 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 content/grade level 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. 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.

NA

Part V: Budget

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

1	III.A.	Areas of Focus: Creating a culture of high expectations characterized by positive relationships with all stakeholders and use of research-based strategies and resources for high impact instruction and engagement.				$380,208.76
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	1.0	$38,251.07
			Notes: Math Resource Teacher			
	5100	210-Retirement	3761 - Robles Elementary School	UniSIG		$3,239.87
			Notes: 8.47% Math Resource Teacher Retirement			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		$2,371.57
			Notes: 6.2% Math Resource Teacher FICA			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		$554.64
			Notes: 1.45% Math Resource Teacher Medicare			

	5100	230-Group Insurance	3761 - Robles Elementary School	UniSIG		$6,770.44
			Notes: 17.7% Math Resource Teacher			
	5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG		$195.08
			Notes: .51% Math Resource Teacher			
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	1.0	$54,384.00
			Notes: Science Resource Teacher			
	5100	210-Retirement	3761 - Robles Elementary School	UniSIG		$4,606.32
			Notes: 8.47% Science Resource Teacher			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		$3,371.81
			Notes: 6.2% Science Resource Teacher FICA			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		$788.57
			Notes: 1.45% Science Resource Teacher			
	5100	230-Group Insurance	3761 - Robles Elementary School	UniSIG		$9,625.97
			Notes: 17.7% Science Resource Teacher			
	5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG		$277.36
			Notes: .51% Science Resource Teacher			
	5100	519-Technology-Related Supplies	3761 - Robles Elementary School	UniSIG		$24,276.00
			Notes: Headphones for computers and laptops 800x$7.41 Classroom Speakers 52X299 Will be used in the classroom to support with the technology for high impact instruction and engagement.			
	5100	520-Textbooks	3761 - Robles Elementary School	UniSIG		$13,740.00
			Notes: Flocabulary,$2000.00 Inner Explorer, $2000.00 Legends of Learning $2200.00 Brain Pop $2040 Discovery Education $2500.00 NearPod $3000.00 Use of research based curriculum and technology, software and web based platforms to enhance student learning.			
	5100	644-Computer Hardware Non-Capitalized	3761 - Robles Elementary School	UniSIG		$35,354.00
			Notes: Apple iPads 3 (pk of 10x3940) = $11,820 HP ProOne 400 All in One (x3 @924.00) $2,772.00 HP EliteDesk (5@532.98) $2,665.00 HP Elitebook 840 G4 (16 @ $892) Lawson # 3019605 $14,272 CASA (51x$75) = $3825.00			
	6300	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG		$22,562.43
			Notes: Instructional Duties Added for PLCs and Planning 25 teachers, 5 hrs/wk for five weeks @ $35/hr = $22,562.43			
	5100	510-Supplies	3761 - Robles Elementary School	UniSIG		$3,130.20
			Notes: Per 5% ofc sup cap: Classroom supplies for teacher use for direct instruction with students			

	5100	520-Textbooks	3761 - Robles Elementary School	UniSIG		$48,709.29
			Notes: Classroom libraries and tradebooks to align with EL Education Curriculum			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3761 - Robles Elementary School	UniSIG		$3,499.00
			Notes: Recordx Simplicity Cam/w tablet (5x$439) $2,195 Lasjerjet Printers (2x$652) $1,304			
	5100	330-Travel	3761 - Robles Elementary School	UniSIG		$47,300.00
			Notes: Energy and Wave Physics Lab Field Trip to Orlando for Grade 3 (150@$140)$21,000 Charter Transportation (3 Buses@$1350)$4050 Properties and Motion Lab Field Trip to Orlando for Students in Grade 4 (130@$140)$18200 Charter Transportation (3 Buses @$1350)$4050			
	5100	510-Supplies	3761 - Robles Elementary School	UniSIG		$3,674.00
			Notes: STEM Club After School Program Materials and Supplies Math Manipulative Angles Kits (40@$79.95)$3198 12 sided double dice set of 6 (80@$5.95)$476			
	6400	390-Other Purchased Services	3761 - Robles Elementary School	UniSIG		$4,000.00
			Notes: Substitute teachers for common planning time, learning walks, and coaching cycles. 40 days @ $100 per day			
	5100	310-Professional and Technical Services	3761 - Robles Elementary School	UniSIG		$45,775.00
			Notes: Catapult Learning - intervention program Catapult Learning Reading Intervention Program- Tutoring 22 Weeks October - March 4 teachers 4 days a week Targeted Students - Level 2			
	6300	210-Retirement	3761 - Robles Elementary School	UniSIG		$1,911.04
			Notes: Instructional Duties Added for PLCs and Planning 25 teachers, 5 hrs/wk for five weeks @ $35/hr = $22,562.43			
	6300	220-Social Security	3761 - Robles Elementary School	UniSIG		$1,398.87
			Notes: FICA - Instructional Duties Added for PLCs and Planning 25 teachers, 5 hrs/wk for five weeks @ $35/hr = $22,562.43			
	6300	220-Social Security	3761 - Robles Elementary School	UniSIG		$327.16
			Notes: Medicare - Instructional Duties Added for PLCs and Planning 25 teachers, 5 hrs/wk for five weeks @ $35/hr = $22,562.43			
	6300	240-Workers Compensation	3761 - Robles Elementary School	UniSIG		$115.07
			Notes: Instructional Duties Added for PLCs and Planning 25 teachers, 5 hrs/wk for five weeks @ $35/hr = $22,562.43			
					Total:	**$389,654.38**