

Hillsborough County Public Schools

# Miles 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>14</b>
<b>Title I Requirements</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>20</b>

# Miles Elementary School

317 E 124TH AVE, Tampa, FL 33612

[ no web address on file ]

## Demographics

**Principal: Carla Nolan**

Start Date for this Principal: 8/25/2019

<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* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (35%) 2017-18: D (39%) 2016-17: C (43%) 2015-16: F (25%) 2014-15: F (30%)
<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>14</b>
<b>Title I Requirements</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>20</b>

## Miles Elementary School

317 E 124TH AVE, Tampa, FL 33612

[ 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	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	91%

### School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To provide the skills for each student to become a successful learner.

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

Success for Every Child.

### 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
Cannella, Gregory	Principal	Lead the school vision, instructional leader, HR manager, facilities manager, and all other aspects of running a school.

### 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	0
Attendance below 90 percent	0	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	0
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	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	29	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	4	2	0	0	0	0	0	0	0	0	6

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

69

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

Tuesday 6/25/2019

### 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	37	37	22	25	0	0	0	0	0	0	0	159
One or more suspensions	0	5	12	14	10	9	0	0	0	0	0	0	0	50
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	29	68	53	0	0	0	0	0	0	0	150

**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	2	5	14	18	23	0	0	0	0	0	0	0	62

### 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	37	37	22	25	0	0	0	0	0	0	0	159
One or more suspensions	0	5	12	14	10	9	0	0	0	0	0	0	0	50
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	29	68	53	0	0	0	0	0	0	0	150

**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	2	5	14	18	23	0	0	0	0	0	0	0	62

## 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	29%	52%	57%	30%	52%	55%
ELA Learning Gains	46%	55%	58%	43%	55%	57%
ELA Lowest 25th Percentile	45%	50%	53%	49%	51%	52%
Math Achievement	26%	54%	63%	32%	53%	61%
Math Learning Gains	36%	57%	62%	57%	54%	61%
Math Lowest 25th Percentile	33%	46%	51%	63%	46%	51%
Science Achievement	31%	50%	53%	26%	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 (37)	0 (37)	0 (22)	0 (25)	0 (159)
One or more suspensions	0 (0)	0 (5)	0 (12)	0 (14)	0 (10)	0 (9)	0 (50)
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 (29)	0 (68)	0 (53)	0 (150)

**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	24%	52%	-28%	58%	-34%
	2018	28%	53%	-25%	57%	-29%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	30%	55%	-25%	58%	-28%
	2018	29%	55%	-26%	56%	-27%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2019	26%	54%	-28%	56%	-30%
	2018	26%	51%	-25%	55%	-29%
Same Grade Comparison		0%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	54%	-30%	62%	-38%
	2018	28%	55%	-27%	62%	-34%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	26%	57%	-31%	64%	-38%
	2018	35%	57%	-22%	62%	-27%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				
05	2019	19%	54%	-35%	60%	-41%
	2018	31%	54%	-23%	61%	-30%
Same Grade Comparison		-12%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	51%	-25%	53%	-27%
	2018	33%	52%	-19%	55%	-22%
Same Grade Comparison		-7%				
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	12	46	48	13	35	31	7				
ELL	26	43	33	27	35	27	22				
BLK	26	56	65	13	34	52	32				
HSP	29	42	38	29	36	23	28				
MUL	38			46							
WHT	32	56		33	42		33				
FRL	29	46	45	26	36	33	31				
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	20	39	20	23	32	8	31				
ELL	27	53	46	34	48	41	32				
BLK	23	42	42	19	30	24	23				
HSP	30	48	41	37	50	48	36				
MUL	47	50		47	50						
WHT	41	50		46	48		53				
FRL	31	48	44	34	45	37	39				

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	5	31	29	16	42	33	5				
ELL	24	40	48	32	59	64	11				
BLK	27	39	53	23	47	61	30				
HSP	28	45	45	32	61	68	22				
MUL	46	60		38	50						
WHT	39	24		54	65						
FRL	30	42	49	32	57	63	26				

### 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	61
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	34
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	40
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	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	39
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	38
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.**

The lowest component in 2019 was in Math Achievement. In 2018 the biggest drop was in Math gains and BQ gains, although proficiency across the school saw a 20 point jump. In 2019 we lost our 1/2 time math coach and 3 ELL paras due to budget cuts, and our ELL students and overall Math proficiency suffered. Since proficiency climbed in 2018 to levels higher than they were when we received the C in 2017, we put a plan into place to focus on our BQ. Unfortunately, our BQ is comprised mostly of ELL and ESE students. Without the extra support we struggled to successfully meet their specific needs, although our black subgroup in the BQ performed well. This focus on the BQ may have led to less focus on the overall proficiency, which explains why that dropped.

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

The lowest component in 2019 was in Math Achievement. In 2018 the biggest drop was in Math gains and BQ gains, although proficiency across the school saw a 20 point jump. In 2019 we lost our 1/2 time math coach and 3 ELL paras due to budget cuts, and our ELL students and overall Math proficiency suffered. Since proficiency climbed in 2018 to levels higher than they were when we received the C in 2017, we put a plan into place to focus on our BQ. Unfortunately, our BQ is comprised mostly of ELL and ESE students. Without the extra support we struggled to successfully meet their specific needs, although our black subgroup in the BQ performed well. This focus on the BQ may have led to less focus on the overall proficiency, which explains why that dropped. Miles is overcrowded, topping out at 915 students at one point last year, with about 200 homeless or in transition. We are also a very transient school. In Math, it was difficult for our 1 Math coach to support the size of our school alone, given that students transferred in and out all year at different levels. Many of those students are ELL at varying degrees of English proficiency.

**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 had the greatest gap between our performance and the state performance. We see this trend in Math gains and in our BQ for Math as well. Miles is overcrowded, topping out at 915 students at one point last year, with about 200 homeless or in transition. We are also a very transient school. In Math, it was difficult for 1 Math coach to support the size of our school alone, given that students transferred in and out all year at different levels. Many of those students are ELL at varying degrees of English proficiency. When we were a C we had 2.5 Math coaches and 6 ELL paras to support our students. Last year we were down to 1.0 Math Coaches and 3 ELL paras, which greatly impacted our ability to support both teachers and students effectively.

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

Our BQ in ELA showed a little growth, but overall, we are still 72 points higher in our school grade than we were when I started as principal here. Even though we declined last year, I have been able to secure funding to put our supports back into place to see a lot of growth this coming year in all components of Math.

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

Our Black subgroup under-performed in Math achievement, as did our ESE subgroup; however, the biggest concern is the large drops in performance of our ELL students from 2018 across every component.

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

1. Math BQ gains - this component was low 2 years in a row after being very high in 2017. We had 2.5 math coaches then which allowed for much more content training for teachers and coaching cycles, due to the size of our staff.
2. Math Gains - this component was low 2 years in a row after being very high in 2017. We had 2.5 math coaches then which allowed for much more content training for teachers and coaching cycles, due to the size of our staff.
3. Math Performance - Our performance was climbing every year up until 2019, but due to the drops in gains, a focus on Math performance is logical.
4. ELL performance in all components - ELL students struggled this year.
5. ELA Gains - our students' ability to read directly affect their performance in Science and Math. AS a school, our ELA has come up considerably over the past 3 years, but were stagnant last year.

### Part III: Planning for Improvement

#### Areas of Focus:

#1	
<b>Title</b>	Create a culture of student engagement and learning.
<b>Rationale</b>	Proficiency scores in all academic areas are slowly trending higher over the previous 3 years; however, not at an appropriate rate to maintain a C or higher. Observational data indicates a lack of student engagement during independent and peer group learning environments. Students aren't always held accountable during these portions of lessons. This is due to a lack of strategies for monitoring student learning during these times. A system of accountability for student engagement is needed across all areas of content.
<b>State the measurable outcome the school plans to achieve</b>	Our proficiency in all content areas will be at or above 40%.
<b>Person responsible for monitoring outcome</b>	Gregory Cannella (gregory.cannella@hcps.net)
<b>Evidence-based Strategy</b>	Provide and develop systems of accountability for student work during small group and independent times.
<b>Rationale for Evidence-based Strategy</b>	During walkthroughs we identified a need for students to be held accountable for work while they were engaged in activities away from the teacher. There is a lack of teacher awareness and monitoring for these students while the teacher is working with small groups.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. PD that focuses on strategies for holding students accountable during independent and peer group work.</li> <li>2. Walk-throughs focused on providing feedback on systems of accountability</li> <li>3. Coaching cycles with resource teachers (Math, Reading, Writing, and Science resource teachers) This includes adding a 2nd Math coach to support our large staff.</li> <li>4. Refine expectations for lesson plans to include a piece of student accountability.</li> <li>5. Provide technology (devices such as iPads, tablets, laptops, or any other computing device, and software, to include site licenses) and PD for using technology to increase student engagement and accountability.</li> <li>6. PD in specific content areas (Math, ELA, Science) that provide teachers explicit instruction in content knowledge and systems of accountability.</li> <li>7. Procure instructional materials, both digital and print, to provide opportunities for small group and independent learning. (Such as Myon News)</li> <li>8. Provide teachers software to assist with planning (Planbook.com) that allows for administrative monitoring.</li> <li>9. Provide headphones to students so they can access online supports, such as iReady, in the classroom.</li> <li>10. Extend learning opportunities through ELP, both during the day and after school.</li> <li>11. Purchase primary reading materials, including but not limited to, Big Books.</li> <li>12. Increase the number of paras who work with ELL students</li> </ol>

**Person Responsible** Gregory Cannella (gregory.cannella@hcps.net)

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#2	
<b>Title</b>	Create a safe and positive schoolwide culture amongst all stakeholders.
<b>Rationale</b>	Students need a safe environment, free of discipline issues, to succeed. While overall culture has vastly improved, as evidenced by TELL surveys over the previous years, we still have a high rate of referrals. Many students are transient and/or have a history of trauma they are working through. Teachers need more strategies to better support students and parents in crisis.
<b>State the measurable outcome the school plans to achieve</b>	The number of students with suspensions will decrease, as will the overall referral rate.
<b>Person responsible for monitoring outcome</b>	Gregory Cannella (gregory.cannella@hcps.net)
<b>Evidence-based Strategy</b>	Students who struggle with behavior need special attention to help them learn coping skills. We need to decrease the amount of time students are interrupting learning for others as well as themselves. A system of positive behavior support, CHAMPS, and extra personnel to assist teachers will help the overall culture for discipline. Students with extreme cases will be looked at through MTSS and addressed through a behavior team to better offer specific strategies when needed.
<b>Rationale for Evidence-based Strategy</b>	Schoolwide systems, such as CHAMPS and PBS, work for the majority of students. Students in crisis or with significant behavioral barriers needed the attention of extra personnel and an extra team to assess and put interventions in place.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teach and review CHAMPS to teachers and students.</li> <li>2. Review signage and make adjustments/additions as necessary.</li> <li>3. PBIS team will create a calendar of events for PBIS incentives and meet monthly to review data.</li> <li>4. PBIS store will operate each morning to offer a place for students to use the token economy. The school will keep the store stocked with motivating items for students to purchase.</li> <li>5. Create a system of Houses to promote a culture of unity and collaboration amongst students and staff.</li> <li>6. Personnel to support teachers and students with behavioral issues in the classroom, including a behavior specialist and a para to provide social skills training and support for teachers.</li> <li>7. Provide PD for teachers to help them better understand and support students in crisis.</li> <li>8. Utilize PSLT, MTSS, and Behavior Team to review student data and make plans for specific students.</li> <li>9. Procure curriculum for SEL and guidance/behavioral lessons, either classroom wide or small group.</li> <li>10. Utilize a bi-lingual parent Liaison Aide to help communicate and involve families in the school culture.</li> </ol>

**Person Responsible** Gregory Cannella (gregory.cannella@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).**

Our identified priorities are included in our areas of focus.

1. Math BQ gains - this component was low 2 years in a row after being very high in 2017. We had 2.5 math coaches then which allowed for much more content training for teachers and coaching cycles, due to the size of our staff.
2. Math Gains - this component was low 2 years in a row after being very high in 2017. We had 2.5 math coaches then which allowed for much more content training for teachers and coaching cycles, due to the size of our staff.
3. Math Performance - Our performance was climbing every year up until 2019, but due to the drops in gains, a focus on Math performance is logical.
4. ELL performance in all components - ELL students struggled this year.
5. ELA Gains - our students' ability to read directly affect their performance in Science and Math. AS a school, our ELA has come up considerably over the past 3 years, but were stagnant last year.

## 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.**

Over the years we have strategically built a strong relationship with parents. Our school won an award from the Education Foundation last year for the most improved school in this area. We have done this through constant communication and targeted, purposeful interactions with parents. This coming year we are hoping to add a Parent Liason to help our parents who do not speak English engage even more in our school.

#### 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.**

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## Part V: Budget

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

1	III.A.	Areas of Focus: Create a culture of student engagement and learning.				\$984,174.18
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	3041 - Miles Elementary School	Other	1.0	\$75,000.00
			Notes: Math Coach			
	5100	120-Classroom Teachers	3041 - Miles Elementary School	Other	1.0	\$75,000.00
			Notes: Math Coach			
	5100	120-Classroom Teachers	3041 - Miles Elementary School	Other	1.0	\$75,000.00
			Notes: Writing Coach			
	5100	120-Classroom Teachers	3041 - Miles Elementary School	Other	1.0	\$75,000.00

			<i>Notes: Science Coach</i>			
	5100	150-Aides	3041 - Miles Elementary School	Other	1.0	\$25,000.00
			<i>Notes: Title I aide - Kindergarten Para</i>			
	5100	120-Classroom Teachers	3041 - Miles Elementary School		1.0	\$75,000.00
			<i>Notes: Reading Coach</i>			
	5100	150-Aides	3041 - Miles Elementary School		1.0	\$25,000.00
			<i>Notes: Title I Aide - support ELL students</i>			
	5100	120-Classroom Teachers	3041 - Miles Elementary School		1.0	\$25,000.00
			<i>Notes: Parent Liaison Aide</i>			
	5100	520-Textbooks	3041 - Miles Elementary School	UniSIG		\$24,423.61
			<i>Notes: Primary reading materials,including Big Book Sets and foundations skills materials to support implementation of differentiated learning tasks and engaging lessons for students . Quote available. (Barnes &amp; Noble and Benchmark Education)</i>			
	5100	519-Technology-Related Supplies	3041 - Miles Elementary School	UniSIG		\$612.00
			<i>Notes: Headphones. To maximize the benefits of audio based learning activities and applications for all of our education devices. Quote available.</i>			
	5100	644-Computer Hardware Non-Capitalized	3041 - Miles Elementary School	UniSIG		\$36,184.50
			<i>Notes: Purchase of the iPad will allow for improved record keeping of students' progress. Assessments can be scored quickly, providing students with almost immediate feedback. 11 iPads pack of 10 for \$2940.00 11 cases pack of 10 for 349.50 includes the ipad and case 11 10 packs X \$3,289.50 = 36,184.50 Quote available.</i>			
	5100	120-Classroom Teachers	3041 - Miles Elementary School			\$51,500.00
			<i>Notes: Tutorial - Extended Learning Programs Individual student needs will drive the lessons during this time to close gaps in learning and assist in students making gains towards proficiency. (1907 hrs @ \$27/hr = \$51,500)</i>			
	6400	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG	1.0	\$56,378.26
			<i>Notes: Reading Coach</i>			
	6400	210-Retirement	3041 - Miles Elementary School	UniSIG		\$4,775.24
			<i>Notes: 8.47% of Reading Coach</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$3,495.45
			<i>Notes: 6.2% of Reading Coach FICA</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$817.48
			<i>Notes: 1.45% of Reading Coach Medicare</i>			

	6400	230-Group Insurance	3041 - Miles Elementary School	UniSIG		\$9,978.95
			<i>Notes: 17.7% of Reading Coach</i>			
	6400	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$287.53
			<i>Notes: .51% of Reading Coach</i>			
	5100	120-Classroom Teachers	3041 - Miles Elementary School		0.64	\$28,823.52
			<i>Notes: .88 of .53 Behavior Specialist</i>			
	5100	210-Retirement	3041 - Miles Elementary School			\$2,441.35
			<i>Notes: 8.47% of .53 Behavior Specialist</i>			
	5100	220-Social Security	3041 - Miles Elementary School			\$1,787.06
			<i>Notes: 6.2% of .53 Behavior Specialist FICA</i>			
	5100	220-Social Security	3041 - Miles Elementary School			\$417.94
			<i>Notes: 1.45% of .53 Behavior Specialist Medicare</i>			
	5100	230-Group Insurance	3041 - Miles Elementary School			\$5,101.76
			<i>Notes: 17.7% of .53 Behavior Specialist</i>			
	5100	240-Workers Compensation	3041 - Miles Elementary School			\$147.00
			<i>Notes: .51% of .53 Behavior Specialist</i>			
	7200	790-Miscellaneous Expenses	3041 - Miles Elementary School			\$1,083.86
			<i>Notes: 2.81% of .53 Behavior Specialist</i>			
	6400	130-Other Certified Instructional Personnel	3041 - Miles Elementary School	UniSIG		\$880.00
			<i>Notes: \$880 Reading Coach Supplement</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$54.56
			<i>Notes: 6.2% of Supplement</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$12.76
			<i>Notes: 1.45% of Supplement</i>			
	6400	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$4.49
			<i>Notes: .51% of Supplement</i>			
	5100	150-Aides	3041 - Miles Elementary School	UniSIG	2.0	\$28,766.69
			<i>Notes: 2 aides to support small group instruction</i>			

	5100	210-Retirement	3041 - Miles Elementary School	UniSIG		\$2,436.54
			<i>Notes: 8.47% 2 aides</i>			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		\$1,783.51
			<i>Notes: 6.2% 2 aides FICA</i>			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		\$417.12
			<i>Notes: 1.45% 2 aides Medicare</i>			
	5100	230-Group Insurance	3041 - Miles Elementary School	UniSIG		\$5,091.70
			<i>Notes: 17.7% 2 aides</i>			
	5100	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$146.71
			<i>Notes: .51% 2 aides</i>			
	6300	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		\$72,922.92
			<i>Notes: Collaborate and plan with coaches and resources personal. PLC's will work together to develop these detailed plans through-out the year, supported by content area coaches, and additional planning time. Student engagement and differentiated instruction will also be addressed to be included in lesson plans. T-pay - 2 hours/week X 45 teachers x \$35 an hour X 27 weeks = \$85,050</i>			
	6300	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		\$36,011.32
			<i>Notes: (T-payroll) Math/ELA Content Training Provide Content training to teachers: Provide standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a math unit. At these workshops we will break the standard down using the shifts of focus, coherence, and rigor. The most critical, hard-to-teach concepts are targeted through these Math sessions. There will be 8 sessions per grade level that would run throughout early spring. We propose to have the following format to best meet the needs of teachers at Miles by combining content training with collaborative planning in each session. Workshop session time- 2:30-4:30 PM. Timeline: Offer 8 sessions at Grades K, 1, 2, 3, 4, and 5 of content training with planning on Wed/Thurs between Aug – April. 60 teachers X \$35/hour X 2 a month for 10 months = \$42,000</i>			
	5100	510-Supplies	3041 - Miles Elementary School	UniSIG		\$11,441.61
			<i>Notes: Classroom supplies to support student differentiated activities as well as supplemental reading materials aligned to standards that teachers are required to copy for student use. See quote.</i>			
	5100	210-Retirement	3041 - Miles Elementary School			\$4,362.05
			<i>Notes: Tutorial - Extended Learning Programs (1907 hrs @ \$27/hr = \$51,500)</i>			
	5100	220-Social Security	3041 - Miles Elementary School			\$3,193.00
			<i>Notes: (FICA) Tutorial - Extended Learning Programs (1907 hrs @ \$27/hr = \$51,500)</i>			
	5100	220-Social Security	3041 - Miles Elementary School			\$746.75
			<i>Notes: (Medicare) Tutorial - Extended Learning Programs (1907 hrs @ \$27/hr = \$51,500)</i>			

5100	240-Workers Compensation	3041 - Miles Elementary School			\$262.65
		Notes: Tutorial - Extended Learning Programs (1907 hrs @ \$27/hr = \$51,500)			
7200	790-Miscellaneous Expenses	3041 - Miles Elementary School			\$1,687.81
		Notes: Indirect Costs - Tutorial - Extended Learning Programs (1907 hrs @ \$27/hr = \$51,500)			
6300	210-Retirement	3041 - Miles Elementary School	UniSIG		\$6,176.57
		Notes: Collaborate and plan with coaches and resources personal T-pay - 2 hours/week X 45 teachers x \$35 an hour X 27 weeks = \$85,050			
6300	220-Social Security	3041 - Miles Elementary School	UniSIG		\$4,521.22
		Notes: (FICA) Collaborate and plan with coaches and resources personal T-pay - 2 hours/week X 45 teachers x \$35 an hour X 27 weeks = \$85,050			
6300	220-Social Security	3041 - Miles Elementary School	UniSIG		\$1,057.38
		Notes: (Medicare) Collaborate and plan with coaches and resources personal T-pay - 2 hours/week X 45 teachers x \$35 an hour X 27 weeks = \$85,050			
6300	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$371.91
		Notes: Collaborate and plan with coaches and resources personal T-pay - 2 hours/week X 45 teachers x \$35 an hour X 27 weeks = \$85,050			
6300	210-Retirement	3041 - Miles Elementary School	UniSIG		\$3,050.16
		Notes: (T-payroll) Math/ELA Content Training 60 teachers X \$35/hour X 2 a month for 10 months = \$42,000			
6300	220-Social Security	3041 - Miles Elementary School	UniSIG		\$2,232.70
		Notes: FICA - (T-payroll) Math/ELA Content Training 60 teachers X \$35/hour X 2 a month for 10 months = \$42,000			
6300	220-Social Security	3041 - Miles Elementary School	UniSIG		\$522.16
		Notes: Medicare - (T-payroll) Math/ELA Content Training 60 teachers X \$35/hour X 2 a month for 10 months = \$42,000			
6300	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$183.66
		Notes: (T-payroll) Math/ELA Content Training 60 teachers X \$35/hour X 2 a month for 10 months = \$42,000			
5100	510-Supplies	3041 - Miles Elementary School	UniSIG		\$7,335.00
		Notes: We will also create Inquiry Monday notebooks for each teacher to facilitate science investigations. We will also host math/science camp after school to increase content knowledge and give students hands-on experience with science content. We will strengthen our Lego Robotics club as well as our Lee Techy Club. Classroom supplies to support Monday notebooks, hands-on science activities, as well as supplemental reading materials aligned to standards that teachers are required to copy for student use, \$100 x 23 teachers = \$2300, Classroom supplies to support Robotics afterschool clubs \$75, Classroom supplies to support afterschool camp \$10 per session x 12 sessions x 3 teachers = \$360 Quotes available			



	5100	310-Professional and Technical Services	3041 - Miles Elementary School	UniSIG		\$45,775.00
			<i>Notes: Catapult Learning - 22 weeks - October 2019 - March 2020 4 teachers, 4 days a week Target level 2 students</i>			
	6400	510-Supplies	3041 - Miles Elementary School	UniSIG		\$1,055.02
			<i>Notes: Supplies to support training to include chart paper, markers, post-its, pens, etc.</i>			
	5100	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		\$27,186.70
			<i>Notes: ELP - After school tutoring-All students in grades 3-5 will have the opportunity to attend on Saturdays beginning October 26th as well as after school. Grade level teams will coordinate the tutorial sessions based upon student interests and needs. The focus will shift to K-2 in March.</i>			
	5100	210-Retirement	3041 - Miles Elementary School	UniSIG		\$2,302.71
			<i>Notes: ELP - After school tutoring</i>			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		\$1,685.58
			<i>Notes: (FICA) ELP - After school tutoring</i>			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		\$394.21
			<i>Notes: (Medicare) ELP - After school tutoring</i>			
	5100	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$138.65
			<i>Notes: ELP - After school tutoring</i>			
	6400	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		\$29,315.69
			<i>Notes: PD Training-Continue to provide standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a math unit. ELA teachers will have the opportunity to be led via a district content rep on how to view student work and make adjustments to lessons based upon data. Each grade level will participate in 2, 3hr sessions.</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$1,817.57
			<i>Notes: (FICA) PD Training</i>			
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG		\$425.08
			<i>Notes: (Medicare) PD Training</i>			
	6400	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		\$149.51
			<i>Notes: PD Training</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Create a safe and positive schoolwide culture amongst all stakeholders.</b>				<b>\$100,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	3041 - Miles Elementary School	Other	1.0	\$25,000.00

			<i>Notes: Title I Aide - SEL Para</i>			
	5100	120-Classroom Teachers	3041 - Miles Elementary School		1.0	\$75,000.00
			<i>Notes: Behavior Specialist</i>			
<b>Total:</b>						<b>\$1,095,314.01</b>