

Hillsborough County Public Schools

Mango Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	16
Budget to Support Goals	18

Mango Elementary School

4220 HWY 579, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Sabrina Ruiz

Start Date for this Principal: 6/10/2018

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* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (41%) 2016-17: D (38%) 2015-16: D (39%) 2014-15: D (35%)
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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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	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

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<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.

Every student will believe, achieve, and succeed.

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:

Every student will reach their highest potential.

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
Davis, Felicia	Principal	My leadership team and I drive school improvement efforts. My team includes myself, my AP, Guidance Counselor, Social Worker, Psychologist, content coaches, and team representatives. We meet regularly to address academic achievement and a focus on learning as well as progress monitoring.

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	12	
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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

40

Date this data was collected or last updated

Monday 6/24/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	1	12	5	6	0	0	0	0	0	0	0	25
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	36	45	53	0	0	0	0	0	0	0	134
	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	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	1	12	5	6	0	0	0	0	0	0	0	25
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	36	45	53	0	0	0	0	0	0	0	134
	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	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	38%	52%	57%	37%	52%	55%
ELA Learning Gains	50%	55%	58%	39%	55%	57%
ELA Lowest 25th Percentile	40%	50%	53%	43%	51%	52%
Math Achievement	28%	54%	63%	39%	53%	61%
Math Learning Gains	27%	57%	62%	42%	54%	61%
Math Lowest 25th Percentile	19%	46%	51%	31%	46%	51%
Science Achievement	43%	50%	53%	38%	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 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (1)	0 (0)	0 (1)	0 (12)	0 (5)	0 (6)	0 (25)
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 (36)	0 (45)	0 (53)	0 (134)

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	35%	52%	-17%	58%	-23%
	2018	46%	53%	-7%	57%	-11%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	32%	55%	-23%	58%	-26%
	2018	45%	55%	-10%	56%	-11%
Same Grade Comparison		-13%				
Cohort Comparison		-14%				
05	2019	45%	54%	-9%	56%	-11%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison		13%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	54%	-24%	62%	-32%
	2018	38%	55%	-17%	62%	-24%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	21%	57%	-36%	64%	-43%
	2018	35%	57%	-22%	62%	-27%
Same Grade Comparison		-14%				
Cohort Comparison		-17%				
05	2019	29%	54%	-25%	60%	-31%
	2018	30%	54%	-24%	61%	-31%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	51%	-8%	53%	-10%
	2018	35%	52%	-17%	55%	-20%
Same Grade Comparison		8%				
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	21	39	32	16	29	19	40				
ELL	24	38	42	19	16	7	35				
BLK	28	45	35	16	26	33	28				
HSP	36	46	44	32	26	6	46				
MUL	33			25							
WHT	52	59	36	32	27	13	46				
FRL	36	49	40	26	25	19	40				
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	18	35	21	23	34	31	23				

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
ELL	32	47	36	26	36	35	15				
BLK	33	49	47	19	38	43	19				
HSP	46	47	32	40	41	50	35				
MUL	50										
WHT	45	46	54	47	42	15	58				
FRL	42	47	44	35	40	37	35				
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	14	36	33	14	24	26					
ELL	19	32	33	32	41	37	9				
BLK	31	32	46	26	31	38	29				
HSP	36	41	30	43	49	33	38				
MUL	43			36							
WHT	43	40	56	44	42	15	40				
FRL	34	37	43	36	40	28	36				

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	7
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	30

English Language Learners	
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	30
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	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	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	36
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 Bottom Quartile (19%). There were challenges ensuring consistent quality instruction for students in grade 4. There were many transitions as there were 3 vacancies for most of the year. 2 teachers were not performing satisfactorily and resigned in the first and second quarters of the school year. Suitable replacements were never found. Most students were taught by substitutes or math resource personnel when available.

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

Math Bottom Quartile (18%). There were challenges ensuring consistent quality instruction for students in grade 4. There were many transitions as there were 3 vacancies for most of the year. 2 teachers were not performing satisfactorily and resigned in the first and second quarters of the school year. Suitable replacements were never found. Most students were taught by substitutes or math resource personnel when available.

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 and Overall gains (both at 35%). There were challenges ensuring consistent quality instruction for students in grade 4. There were many transitions as there were 3 vacancies for most of the year. 2 teachers were not performing satisfactorily and resigned in the first and second quarters of the school year. Suitable replacements were never found. Most students were taught by substitutes or math resource personnel when available.

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

Grade 5 ELA (8% proficiency increase and almost 50% overall gains). Teachers in this grade level planned and delivered standards based lessons with fidelity; assisted by the use of Thinking Core materials and the national consultant who authored them; Dr. Diana Carry.

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

SWD is the subgroup with the lowest federal Index score (28%). Multiracial students were also low; with a Federal Index score of 29%.

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

1. Mathematics Instruction
2. Mathematics Learning Gains
3. Bottom Quartile Learning Gains
4. ELA Instruction
5. Standards Based Instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High expectations and opportunities for students to engage in rigorous tasks
Rationale	At Mango, many students are engaged in lessons that do not reach the cognitive complexity level required for student mastery of grade level standards. When teachers have high expectations for students and provide tasks that are engaging and of high interest, students build self-esteem, increase confidence and improve academic performance.
State the measurable outcome the school plans to achieve	Student proficiency will reach 50%, in reading, math, and science and Learning Gains will reach 60% in reading and math for the 2019-2020 school year, as evidenced by the 2020 FSA.
Person responsible for monitoring outcome	Felicia Davis (felicia.davis@sdhc.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> Standards based planning AVID Elementary The Leader In Me
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> Standards based instructional planning will provide teachers with the skills and tools necessary to challenge students and unlock their potential. Through AVID Elementary (AE), students develop the academic habits they will need to be successful. By teaching and reinforcing academic behaviors and higher-level thinking AE ensures that students gain the academic foundation needed for success throughout their educational careers. The Leader In Me unites students, staff, and family around a common goal to prepare students academically as well as meeting their social and emotional needs.
Action Step	
Description	<ol style="list-style-type: none"> Standards Based Planning <ul style="list-style-type: none"> *Teachers will participate in grade level/subject area planning sessions (with reading, math, and Rtl coaches on a weekly basis, team planning weekly in PLCs). Completed planning templates will be uploaded and monitored with feedback through Office 365 shared drive. *VE/ESE, ESOL Resource Teacher will participate in grade level planning sessions weekly to ensure SWD and ELL students are engaged in grade level content. Planning templates will be made available for all VE/ESE teachers as well as ELL paras in order to align their work with these subgroups. *Through planning, Math Coach will lead teachers in strategies to engage and support African American students in order to increase achievement (small group instruction in class, Lunch Bunch sessions, parent resource packets, etc.) *Rtl Resource teachers will use results of planning activities to track and monitor all ESSA subgroups, providing feedback and data related to each group. Use of a data wall or room will help facilitate this action step. AVID Elementary (AE) <ul style="list-style-type: none"> *Implement AVID Elementary in grades 3, 4, and 5. *The AVID Site Team (comprised of all grade 4 and 5 teachers, teacher representatives from grade 3 and admin) will review strategies monthly and make adjustment to ensure alignment with instruction to positively impact student achievement.

*Records of meeting results, action items, and notes will be housed in Office 365 and shared with intermediate grade level teachers and the school leadership team.

3. The Leader In Me (TLIM)

*Fully implement The Leader In Me program to improve student and staff expectations as well as school culture.

*The school Lighthouse Committee, (comprised of teacher leaders, support services personnel, resource teachers, and admin) will review and monitor progress for TLIM initiative monthly, providing feedback where necessary. *Records of meeting results, action items, and notes will be housed in Office 365 and shared with all grade level teachers and the school leadership team.

Person Responsible Felicia Davis (felicia.davis@sdhc.k12.fl.us)

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).

High expectations and opportunities for students to engage in rigorous tasks addresses our priorities.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. We work hard at building positive relationships with our families and community partners. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls and posting everything on our website and social media. We make every effort to communicate every child's progress to the parents by sending home quarterly progress alerts and having parent teacher conferences.

PFEP Link

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

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

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS "Building Strong School Culture" framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a

part of the fabric of a school's culture.

Behavior Management Plan

Included in the HCPS "Building Strong School Culture" framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. At Mango, all settings are structured for success, expectations for student behavior are explicitly taught through PBS, monthly character skill building and daily through the Leader in Me program. Students are consistently supervised. Through Morning Meetings, teachers build positive relationships with students, and student behaviors are corrected fluently, calmly, consistently, respectfully, briefly, and immediately. The behavior plan designed for Mango students is comprehensive and includes a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making. This plan also includes the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services).

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

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

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

For complete information, please visit our Student Progression Plan at:

<http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

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

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

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

Examples include:

Bring 6th/9th graders back early for orientation

Train a cadre of student ambassadors to help orient other students

Parent information and/or education opportunities

Hold articulation meetings between 5th and 6th grade teachers

Campus visits

Shadow days

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

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

Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating 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 assessments, 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 teacher liaisons, others as needed

Title I:

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

At Mango, strategies to advance college and career awareness include: Weekly College Days, where staff wear college attire and encourage discussions about college with students, teacher's college backgrounds are posted in each teacher's classroom, and field trip opportunities for career awareness such as JA BizTown.

Part V: Budget

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

1	III.A.	Areas of Focus: High expectations and opportunities for students to engage in rigorous tasks				\$1,058,590.74
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5300	369-Technology-Related Rentals	2721 - Mango Elementary School	Title, I Part A		\$6,801.00

			<i>Notes: BrainPOP and Renaissance Place online subscriptions and license renewal will assist in planning for instruction.</i>			
	6200	610-Library Books	2721 - Mango Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Additional reading books will allow for teachers to plan for lessons that include complex texts.</i>			
	5100	120-Classroom Teachers	2721 - Mango Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Through professional duties added, AVID contact will help implement and monitor the program.</i>			
	5100	120-Classroom Teachers	2721 - Mango Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Through professional duties added, the PI Liaison will assist with family engagement activities including, but not limited to; The Leader In Me and AVID Elementary initiatives.</i>			
	6400	730-Dues and Fees	2721 - Mango Elementary School	Title, I Part A		\$12,864.00
			<i>Notes: Conference registration for AVID Summer Institute and Leader In Me professional development..</i>			
	6400	390-Other Purchased Services	2721 - Mango Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Substitutes for professional development for planning and training for action steps 1-3.</i>			
	6400	319-Technology-Related Professional and Technical Services	2721 - Mango Elementary School	Title, I Part A		\$19,600.00
			<i>Notes: Professional Development (Ignite Your S.H.I.N.E.) as a part of Leader In Me and AVID Elementary programs.</i>			
	6400	319-Technology-Related Professional and Technical Services	2721 - Mango Elementary School	Title, I Part A		\$22,452.00
			<i>Notes: Professional Development (Standards Connection Study) for standards based planning.</i>			
	5100	644-Computer Hardware Non-Capitalized	2721 - Mango Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Technology will be utilized to engage students in rigorous work.</i>			
	5100	120-Classroom Teachers	2721 - Mango Elementary School	Other Federal		\$225,000.00
			<i>Notes: TSSA: RTI (2), and Math Resource teachers will support and monitor standards based planning, and Leader In Me initiatives.</i>			
	5100	120-Classroom Teachers	2721 - Mango Elementary School	Title, I Part A		\$75,000.00
			<i>Notes: Reading resource teacher will support and monitor standards based planning, and Leader In Me initiatives.</i>			
	5100	150-Aides	2721 - Mango Elementary School	Other Federal		\$50,000.00
			<i>Notes: TSSA: Paras (2) will work with students, engaging them in rigorous tasks (in classrooms for all content and also using computer technology.</i>			
	6150	510-Supplies	2721 - Mango Elementary School	Title, I Part A		\$7,744.00

			<i>Notes: Parent resource room supplies, parent pick up tags, Parent Partners In Reading Program books, student planners</i>			
	6150	390-Other Purchased Services	2721 - Mango Elementary School	Title, I Part A		\$7,639.00
			<i>Notes: Printing of parent newsletters, Family Engagement Compacts, First Day communication packets</i>			
	5100	510-Supplies	2721 - Mango Elementary School	Title, I Part A		\$66,100.00
			<i>Notes: Classroom materials and supplies such as: teacher professional texts, AVID teacher and student supplies, poster paper, ink cartridges, paper, award ribbons, certificates,etc.</i>			
	6400	130-Other Certified Instructional Personnel	2721 - Mango Elementary School	Other Federal		\$75,000.00
			<i>Notes: TSSA: Reading Coach, will support and monitor standards based planning, and Leader In Me initiatives.</i>			
	5100	120-Classroom Teachers	2721 - Mango Elementary School	Title, I Part A		\$50,000.00
			<i>Notes: Through professional duties added, teachers will work to review and plan for rigorous lessons that will result in mastery of standards by students.</i>			
	5100	120-Classroom Teachers	2721 - Mango Elementary School	UniSIG	1.0	\$56,378.26
			<i>Notes: Math Resource Teacher</i>			
	5100	210-Retirement	2721 - Mango Elementary School	UniSIG		\$4,775.24
			<i>Notes: 8.47% Math Resource Teacher</i>			
	5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$3,495.45
			<i>Notes: 6.2% Math Resource Teacher FICA</i>			
	5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$817.48
			<i>Notes: 1.45% Math Resource Teacher Medicare</i>			
	5100	230-Group Insurance	2721 - Mango Elementary School	UniSIG		\$9,978.95
			<i>Notes: 17.7% Math Resource Teacher</i>			
	5100	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$287.53
			<i>Notes: .51% Math Resource Teacher</i>			
	5100	120-Classroom Teachers	2721 - Mango Elementary School	UniSIG	1.0	\$41,875.87
			<i>Notes: Reading Resource Teacher</i>			
	5100	210-Retirement	2721 - Mango Elementary School	UniSIG		\$3,546.89
			<i>Notes: 8.47% Reading Resource Teacher</i>			
	5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$2,596.30
			<i>Notes: 6.2% Reading Resource Teacher FICA</i>			

	5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$607.20
			<i>Notes: 1.45% Reading Resource Teacher</i>			
	5100	230-Group Insurance	2721 - Mango Elementary School	UniSIG		\$7,412.03
			<i>Notes: 17.7% Reading Resource Teacher</i>			
	5100	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$213.57
			<i>Notes: .51% Reading Resource Teacher</i>			
	6400	510-Supplies	2721 - Mango Elementary School	UniSIG		\$17,100.00
			<i>Notes: Teacher supplies for the year to plan for and deliver rigorous lessons to yield student mastery of standards 57 teachers X \$300 per teacher.</i>			
	5100	520-Textbooks	2721 - Mango Elementary School	UniSIG		\$4,000.00
			<i>Notes: Time for Kids (Educational publication for student use) For students in Grades K-5. TIME for Kids engages students with authentic journalism, inspires them to join the national discourse on current topics, and provides teachers with valuable resources for the classroom. Quote available.</i>			
	5100	520-Textbooks	2721 - Mango Elementary School	UniSIG		\$3,100.00
			<i>Notes: StoryWorks (Educational publication for student use) Storyworks magazines inspire and empower our students with fascinating, authentic stories across the genres. These ELA teaching kits delivered to classrooms throughout the school year. for students in Grades K-5. Quote included</i>			
	5100	520-Textbooks	2721 - Mango Elementary School	UniSIG		\$4,000.00
			<i>Notes: Scholastic Reads (guided reading books) For students K-5 to take books home.to encourage families to read aloud to their children, or read together (perhaps alternating pages or chapters; or they reads, but families will sit alongside to answer questions or help their children with challenging words). This will help students climb to more advanced reading levels! Quote included</i>			
	5100	510-Supplies	2721 - Mango Elementary School	UniSIG		\$5,000.00
			<i>Notes: Data Display Boards to display student data and work for tracking educational growth purposes 50 classrooms= 50 X \$100 Quote included</i>			
	5100	520-Textbooks	2721 - Mango Elementary School	UniSIG		\$4,000.00
			<i>Notes: Learning A to Z (Science online program to assist with student achievement in science) Learning A-Z provides literacy-focused PreK-6 resources for instruction and practice. subscription for students in grade K-5. Quote included</i>			
	5100	520-Textbooks	2721 - Mango Elementary School	UniSIG		\$1,000.00
			<i>Notes: Legends of Learning (Interactive Science program) Legends of Learning is a program helps teachers make classrooms fun and productive learning environments through research driven curriculum-based games. Uses ongoing original research to create a marketplace filled with an epic range of curriculum-based games for stronger subject mastery and classroom engagement. online subscription for students in grades K-5. Quote included.</i>			
	5100	360-Rentals	2721 - Mango Elementary School	UniSIG		\$2,000.00
			<i>Notes: Social Express (social-emotional learning program for students) technology to teach foundational social skills. From Pre-Schoolers to High Schoolers, this research-based</i>			

			<i>lessons allow users to interactively work through real-life situations. The unique animated programs help drive learning and success in and out of the classroom. Online subscription for students in grades K-5. Quote included.</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2721 - Mango Elementary School	UniSIG		\$32,334.50
			<i>Notes: iPad bundle for 10 at \$2939.50 11 X 2939.50 = 32334.50 iPad has made it easier for students to make notes on PDF documents, organize work, and work at their own pace. The iPad allows for improved record keeping of students' progress. Assessments can be scored quickly, providing students with almost immediate feedback. When put to use, the iPad will increase students' performance in reading, and studies report increased motivation.</i>			
	6400	330-Travel	2721 - Mango Elementary School	UniSIG		\$7,450.00
			<i>Notes: AVID National Conference (action item in SIP) Attend the AVID National Conference is a forum to learn best practices on how we can systematically increase academic rigor, create engaging learning environments, accelerate the performance of underrepresented students, and deliver positive results school wide. travel-flight \$350 pp @ 5 each=\$1750; registration fees \$650 pp@ 5 = \$3250; hotel- \$200 per day x 2 days pp @ 5=\$2,000; \$30 daily food stipend 3 days @ 5 = \$450</i>			
	6400	330-Travel	2721 - Mango Elementary School			\$40,000.00
			<i>Notes: Ron Clark Academy help teachers plan for and deliver rigorous lessons Team to travel to Atlanta, hotel, registration cost, daily food stipend, transportation costs for 26 people at \$1539/person</i>			
	6400	330-Travel	2721 - Mango Elementary School	UniSIG		\$7,599.00
			<i>Notes: Leader In Me Symposium PD (action item in SIP) This is an evidence-based, comprehensive-school improvement model that empowers students with the leadership and life skills they need to thrive in the 21st century. A team of 10 people. Registration \$199 pp=\$1,999; Hotel @250 pp= \$2,500; Flight @ \$250 pp= \$2,500; \$30 per day @2 day for meals=\$600.</i>			
	6400	120-Classroom Teachers	2721 - Mango Elementary School	UniSIG		\$2,160.00
			<i>Notes: Stipends for PBIS Tier I Team training (18hrs) for up to 8 teachers to help with high expectations. 8 x 18hrs x \$15/hr = \$2160</i>			
	6400	330-Travel	2721 - Mango Elementary School	UniSIG		\$3,154.00
			<i>Notes: ASCD Conference help leaders plan for and monitor effective lessons (rigor) for 2 people at Registration \$659 pp x 2=1318; Hotel-\$239 pp x 2 days x 2 rooms=\$956; flight \$350.00x 2= \$700; 30/per day for food x 3 days x 2ppl= \$180.</i>			
	5100	330-Travel	2721 - Mango Elementary School	UniSIG		\$13,000.00
			<i>Notes: Student Educational Field Trip Epcot (Grade 5) During this interactive field study, students will: Define energy, work, and waves Describe different forms of energy and the Law of Conservation of Energy Demonstrate the properties of a compression wave in a medium Describe binaural hearing Articulate the relationship between light's wavelength and color Demonstrate how light is refracted in glass Discuss different historical figures and order events chronologically Realize that science is a powerful tool for creating enjoyable experiences for 130 students x \$100/ticket</i>			
	5100	330-Travel	2721 - Mango Elementary School	UniSIG		\$3,900.00
			<i>Notes: Student Educational Field Trip St. Augustine (Grade 4) 130 people x \$30/person Students will experience hands on follow up from their Literacy Design Collaborative Curriculum.</i>			
	5100	330-Travel	2721 - Mango Elementary School	UniSIG		\$12,000.00

			<i>Notes: Student Educational Field Trip Zoo School (Primary) 400 people X 30.00/person Students will observe animals and feel a connection with wildlife based on their life science studies.</i>			
	5100	510-Supplies	2721 - Mango Elementary School	UniSIG		\$1,013.22
			<i>Notes: Per 5% office supply cap. Classroom supplies to include paper, pencils, markers, glue sticks, etc to ensure all students have the necessary tools to be successful.</i>			
	5100	644-Computer Hardware Non-Capitalized	2721 - Mango Elementary School	UniSIG		\$3,850.00
			<i>Notes: ipad cases bundle of 10 at \$350.00 11 bundles X \$350.00 = 3850.00 (110 ipads total)</i>			
	5100	644-Computer Hardware Non-Capitalized	2721 - Mango Elementary School	UniSIG		\$8,250.00
			<i>Notes: 110 Microsoft license at \$75 110 X \$75 = \$8250</i>			
	7800	360-Rentals	2721 - Mango Elementary School	UniSIG		\$5,000.00
			<i>Notes: Buses to Epcot for 130 peopl. Quote included</i>			
	7800	360-Rentals	2721 - Mango Elementary School	UniSIG		\$5,000.00
			<i>Notes: Buses to St. Augustine for 130 people. Quote included</i>			
	7800	390-Other Purchased Services	2721 - Mango Elementary School	UniSIG		\$1,600.00
			<i>Notes: Buses to the zoo for 400 people 8 buses X \$200/bus. Quote included</i>			
	5100	644-Computer Hardware Non-Capitalized	2721 - Mango Elementary School			\$0.00
			<i>Notes: 110 Microsoft license at \$75 110 X \$75 = \$8250. Quote included</i>			
	6300	120-Classroom Teachers	2721 - Mango Elementary School	UniSIG		\$43,680.00
			<i>Notes: Instructional Duties Added for PLCs and Planning 60 teachers for 5hrs/wk for four weeks @ \$35/hr = \$42,000 Planning for PBIS training team: 8 x \$35 x 6hrs = \$1680</i>			
	5100	310-Professional and Technical Services	2721 - Mango Elementary School	UniSIG		\$45,775.00
			<i>Notes: Catapult Learning Intervention Program: Tutoring 22 weeks- October - March 4 Teachers- 4 days a week Targeted students- Level 2</i>			
	6300	210-Retirement	2721 - Mango Elementary School	UniSIG		\$3,699.70
			<i>Notes: Instructional Duties Added for PLCs and Planning 60 teachers for 5hrs/wk for four weeks @ \$35/hr = \$42,000 Planning for PBIS training team: 8 x \$35 x 6hrs = \$1680</i>			
	6300	220-Social Security	2721 - Mango Elementary School	UniSIG		\$2,708.16
			<i>Notes: FICA - Instructional Duties Added for PLCs and Planning 60 teachers for 5hrs/wk for four weeks @ \$35/hr = \$42,000 Planning for PBIS training team: 8 x \$35 x 6hrs = \$1680</i>			
	6300	220-Social Security	2721 - Mango Elementary School	UniSIG		\$633.36
			<i>Notes: Medicare - Instructional Duties Added for PLCs and Planning 60 teachers for 5hrs/wk for four weeks @ \$35/hr = \$42,000 Planning for PBIS training team: 8 x \$35 x 6hrs = \$1680</i>			
	6300	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$222.77

			<i>Notes: Instructional Duties Added for PLCs and Planning 60 teachers for 5hrs/wk for four weeks @ \$35/hr = \$42,000 Planning for PBIS training team: 8 x \$35 x 6hrs = \$1680</i>			
	6400	220-Social Security	2721 - Mango Elementary School	UniSIG		\$133.92
			<i>Notes: (FICA) Stipends for PBIS Tier I Team training (18hrs) for up to 8 teachers to help with high expectations. 8 x 18hrs x \$15/hr = \$2160</i>			
	6400	220-Social Security	2721 - Mango Elementary School	UniSIG		\$31.32
			<i>Notes: (Medicare) Stipends for PBIS Tier I Team training (18hrs) for up to 8 teachers to help with high expectations. 8 x 18hrs x \$15/hr = \$2160</i>			
	6400	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$11.02
			<i>Notes: Stipends for PBIS Tier I Team training (18hrs) for up to 8 teachers to help with high expectations. 8 x 18hrs x \$15/hr = \$2160</i>			
					Total:	\$1,067,890.63