

Hillsborough County Public Schools

Cleveland Elementary School



2019-20 Schoolwide Improvement Plan

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Cleveland Elementary School

723 E HAMILTON AVE, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Christina Copeland

Start Date for this Principal: 6/12/2017

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* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (35%) 2017-18: C (47%) 2016-17: D (34%) 2015-16: D (36%) 2014-15: D (38%)
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	97%
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	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 child, Every chance, Every day!

Provide the school's vision statement.

Empowering students to be lifelong learners and successful citizens.

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
Roberts, Lynn	Principal	Collaborate with leadership team, teachers, and parents to ensure that Cleveland Elementary empowers students to be lifelong learners and successful citizens. Every child, Every chance, Every day!

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	44	48	70	57	56	51	0	0	0	0	0	0	0	326
Attendance below 90 percent	12	9	9	6	11	6	0	0	0	0	0	0	0	53
One or more suspensions	0	1	5	2	1	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	34	24	28	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	24	13	20	0	0	0	0	0	0	0	57

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	7	8	7	0	0	0	0	0	0	0	22

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	4	6	6	10	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

19

Date this data was collected or last updated

Sunday 6/16/2019

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	10	9	13	11	5	0	0	0	0	0	0	0	49
One or more suspensions	0	0	2	2	1	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	4	19	28	0	0	0	0	0	0	0	51
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	2	9	5	0	0	0	0	0	0	0	16

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	10	9	13	11	5	0	0	0	0	0	0	0	49
One or more suspensions	0	0	2	2	1	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	4	19	28	0	0	0	0	0	0	0	51
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	2	9	5	0	0	0	0	0	0	0	16

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	32%	52%	57%	26%	52%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	44%	55%	58%	47%	55%	57%
ELA Lowest 25th Percentile	50%	50%	53%	56%	51%	52%
Math Achievement	31%	54%	63%	28%	53%	61%
Math Learning Gains	39%	57%	62%	31%	54%	61%
Math Lowest 25th Percentile	30%	46%	51%	29%	46%	51%
Science Achievement	20%	50%	53%	18%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	44 (0)	48 (0)	70 (0)	57 (0)	56 (0)	51 (0)	326 (0)
Attendance below 90 percent	12 (1)	9 (10)	9 (9)	6 (13)	11 (11)	6 (5)	53 (49)
One or more suspensions	0 (0)	1 (0)	5 (2)	2 (2)	1 (1)	4 (1)	13 (6)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	34 (4)	24 (19)	28 (28)	86 (51)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (0)	13 (0)	20 (0)	57 (0)

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	32%	52%	-20%	58%	-26%
	2018	37%	53%	-16%	57%	-20%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	38%	55%	-17%	58%	-20%
	2018	29%	55%	-26%	56%	-27%
Same Grade Comparison		9%				
Cohort Comparison		1%				
05	2019	25%	54%	-29%	56%	-31%
	2018	49%	51%	-2%	55%	-6%
Same Grade Comparison		-24%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	54%	-31%	62%	-39%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	50%	55%	-5%	62%	-12%
Same Grade Comparison		-27%				
Cohort Comparison						
04	2019	41%	57%	-16%	64%	-23%
	2018	41%	57%	-16%	62%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-9%				
05	2019	29%	54%	-25%	60%	-31%
	2018	41%	54%	-13%	61%	-20%
Same Grade Comparison		-12%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	22%	51%	-29%	53%	-31%
	2018	33%	52%	-19%	55%	-22%
Same Grade Comparison		-11%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	53									
ELL	41	53		32	67		27				
BLK	24	38	50	25	31	22	8				
HSP	45	57		37	61		33				
WHT	45	50		64	30						
FRL	31	44	50	31	37	30	21				

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	8	33		9	15						
ELL	35	62		48	69						
BLK	25	48	43	34	44	44	15				
HSP	50	70		63	74		50				
WHT	63	60		67	40						
FRL	38	54	53	48	52	48	32				

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	4	29	40	8	7						
ELL	26	50		33	44						
BLK	19	41	43	22	27	33	10				
HSP	30	46		33	32		20				
WHT	50			40							
FRL	26	47	56	28	32	29	19				

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	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	17
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
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	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	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.

Only 20% of our students showed proficiency on the 2019 Science Achievement Assessment. The 5th grade Math/Science teacher resigned midyear.

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

In 2018, 48% of our students, at the lowest 25th percentile, showed gains on the FSA Math Assessment. However, in 2019 only 30% of our bottom quartile students made gains on the FSA Math Assessment. More students were promoted over the past 3 years from the primary grades and provided additional support, however, they were still performing significantly below grade level.

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 component had the greatest gap. In grade 3, 23% of the students were proficient. 1/3 of the grade level was vacant without a certified teacher to deliver effective instruction. To provide students with support in math, the class was divided between the other two classes during math time, which made the class sizes larger. It was challenging for the teachers to provide the needed support for all students during that time. The math coach could only assist minimally as she had to focus her attention to a vacant position that was left unfilled after the 5th grade Math/Science teacher resigned midyear.

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

While there was no improvement in any of the components, one area that remained at or above the 50th percentile was the ELA bottom quartile component.

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

One area of focus would be to monitor students who have 2 or more EWS indicators more closely in grades 3, 4, and 5.

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

1. Monitoring attendance and tardies and early pick-ups.

**Continue planning and monitoring with a heavier focus on the stages of implementing the teaching and learning cycle in its entirety, more consistently:

2. Weekly Planning with coaches and administrators
3. Monitor teaching during weekly walk throughs with feedback to teachers
4. Daily and weekly assessments and analysis
5. Adapting instructional focus

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Creating a Culture of Respect
Rationale	According to the 2018-2019 SCIP student survey, 46% of the students indicated that their peers at Cleveland Elementary treat each other with respect. When there is mutual respect, students can learn from each other and are more likely to be academically focused.
State the measurable outcome the school plans to achieve	SCIP student survey results in May of 2020, will increase from 46% to at least 60% in the area of "treat others with respect".
Person responsible for monitoring outcome	Lynn Roberts (lynn.roberts@hcps.net)
Evidence-based Strategy	Using evidence based social-emotional learning curriculum, Second Step SEL.
Rationale for Evidence-based Strategy	Students gain the skills they need to become caring, confident, and capable learners and problem-solvers in order to interact respectfully with their peers. Teachers will receive the tools they need to create safe, respectful classrooms, so they spend less time managing behavior and more time teaching.
Action Step	
Description	<ol style="list-style-type: none"> 1. Social Worker will train KG-5 teachers on the implementation of the Second Step Curriculum. ***Use of Unisig funds to support faculty PD for the year (estimated \$4,560.00). Unisig funds to support PD curriculum implementation by two facilitators for the year (estimated \$240.00). Unisig funds will also be used for one PLC facilitator/curriculum writer/ PD writer, who will monitor data, creates surveys, etc for cultural goal (estimated \$2,497.88 per semester Grand total= \$4995.76) 2. Grade level teams will create a monthly calendar listing the specific targeted social skill using Second Step Curriculum. 3. APEI will schedule monthly grade level assemblies using the grade level calendar as the focus for the assembly. ***Use of Unisig money will be used to purchase PA bluetooth speaker to be used during assemblies (estimated \$800.24) 4. Guidance counselor will conduct monthly assemblies for each grade level to introduce monthly social skills. 5. Teachers will create monthly schedules for classroom social skill lessons using Second Step Curriculum. 6. Teachers will hold morning meetings to discuss the targeted, weekly social skill and develop the success criteria. 7. Each grade level will create a 1 to 3 question survey to be administered at the end of each month to monitor progress. 8. Grade level schedules will be collected and monitored with walk-throughs from Guidance, Social Worker and administration. 9. ***Use of Unisig money to purchase tv studio equipment (estimated \$16,124.43). TV studio equipment will be used daily to highlight students social accomplishments. 10. ***Use toner to assist with all paper communication to stakeholders either daily or weekly to include, but not limited to: student work, assessment data, etc to parents. Toner

to be bought by title one parent involvement funds (estimated \$100). To increase communication between the home and school for students in grades Pre KG-5th to improve student achievement.

11. ***Use paper to assist with all paper communication to stakeholders either daily or weekly to include, but not limited to: student work, assessment data, etc to parents. Paper to be bought by title one parent involvement funds (estimated \$150). To increase communication between the home and school for students in grades Pre KG-5th to improve student achievement.

12. ***Use certificates/awards to give to parents for participation at parents trainings, meetings, workshops, etc. Certificates/awards to be bought by title one parent involvement funds (estimated \$109). To increase parent involvement in grades Pre KG-5th to improve student achievement and student culture.

Person Responsible Lynn Roberts (lynn.roberts@hcps.net)

#2	
Title	Plan and implement tasks that are aligned to the standards
Rationale	Based on classroom observations and walk-throughs conducted by admin and coaches, lesson planning transfer to practice was inconsistent with the implementation of instructional focus, tasks, and success criteria. 2018-2019 FSA results ELA, Math and Science proficiency levels are below the district and state average. ESSA data shows the following subgroups are below expectations: SWD students 17% with 2 years below 32%; Black students 28% with 1 year below 32%; ED students 38% with 0 years below 32%.
State the measurable outcome the school plans to achieve	Using our site-based walk-through form, data will be collected weekly to monitor the implementation of the lesson's instructional focus, tasks, and success criteria with an increase in feedback. 2019-2020 FSA results in ELA, Math and Science proficiency levels will increase 5%.
Person responsible for monitoring outcome	Lynn Roberts (lynn.roberts@hcps.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Establish a culture for high performing PLC's (collaborative planning) 2. Monitor and provide feedback of planning using standards based planning protocol 3. Collect evidence using walk through tool to monitor implementation of standards based tasks
Rationale for Evidence-based Strategy	<p>Culture for high performing PLC's & Monitoring and feedback of planning and instruction</p> <p>Based on 2018-2019 ESSA data, the federal index for SWD was 16% and 36% for black students. 41% is the federal index target for all subgroups. Also based on 2018-2019 FSA proficiency data, 32% of ELA were proficient, 31% Math proficiency and 20% for Science proficiency. In order to increase the federal index for both subgroups, quality of instruction and responsiveness to students needs will be monitored using site-based walk-through form, provide feedback, and analyze subgroup data.</p>
Action Step	
Description	<p>High Performing PLC's</p> <ol style="list-style-type: none"> 1. Weekly collaborative planning with resource/coaches, in all content areas. 2. Use grade level resources and materials that are aligned to the standards. 3. Establish grade level norms. 4. Establish school-wide protocols for planning expectations 5. Standards based planning protocol will be used during planning 6. Administration will attend and monitor PLC facilitation. 7. Administration will create walk through schedules and monitor lesson planning implementation, providing feedback using data/evidence collected. (Unisig to purchase one iPad, keyboard and apple pen to be used during walkthroughs.) 8. Monitoring of ESSA subgroups through common assessments, district form data and iReady data. <p>Additional Money used to support goal:</p> <ol style="list-style-type: none"> 1. Unisig to purchase 2 staff members to run afterschool ELP for science

2. Unisig to send grade level reps to Orlando, summer of 2020, for the Ron Clark, "Get Your Teach On". Participants will be learning instructional practices that are directly aligned to Common Core Standards. These best practices will increase students desire to learn, amp up the academic rigor, and challenge students to think beyond the standards!
3. Unisig to purchase materials and resources for Science for students in grades 3-5), supported by science resource teacher.
4. Unisig to purchase online subscriptions for Annual STEMscope digital subscription for Science:
5. Unisig to purchase classroom supplies to review student work as evidence of implementation of standards-based planning. Classroom supplies to support standards-based instruction as well as supplemental reading materials required to copy for student use.
6. Unisig to provide PD for instructional staff 28 teachers x \$15 x 12 hours on new EL curriculum, math curriculum and science STEMscope (estimated \$5,040.00)
7. Unisig for PLC facilitators and presenters of PD for curriculum (reading coach, reading resource, math coach, and science coach)
8. Unisig to have APEI to work (head all summer PD design and curriculum writing) month of June: daily rate of pay with fridge-
9. Use Parent Involvement Funds to purchase folders to place all paper communication to stakeholders either daily or weekly to include, but not limited to: student work, assessment data, etc to parents. (estimated \$554).
10. Use Parent Involvement Funds to purchase agendas to communicate with stakeholders either daily or weekly to include, but not limited to: notes, behavior and academic updates/ concerns.
11. Use Parent Involvement Funds to purchase paper, post-it notes, chart paper, pencils and other classroom supplies to support new reading curriculum. Materials used during collaborative planning and within the classrooms for grades KG-5th grade. Title one money will be used (estimated \$395.54)

Person Responsible Lynn Roberts (lynn.roberts@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).

na

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.

See PFEP

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/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

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Creating a Culture of Respect	\$7,446.69
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	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0881 - Cleveland Elementary School			\$0.00
			<i>Notes: Use toner to assist with all paper communication to stakeholders either daily or weekly to include, but not limited to: student work, assessment data, etc to parents. Toner to be bought by title one parent involvement funds (estimated \$100). To increase communication between the home and school for students in grades Pre KG-5th to improve student achievement.</i>			
	5100	644-Computer Hardware Non-Capitalized	0881 - Cleveland Elementary School	UniSIG		\$427.55
			<i>Notes: 750VA Tower UPS</i>			
	5100	644-Computer Hardware Non-Capitalized	0881 - Cleveland Elementary School	UniSIG		\$299.00
			<i>Notes: Apple iPad Wi-Fi 32 G #MR7F2LL/A</i>			
	5100	644-Computer Hardware Non-Capitalized	0881 - Cleveland Elementary School	UniSIG		\$208.25
			<i>Notes: 22" LED-LCD Monitor</i>			
	5100	519-Technology-Related Supplies	0881 - Cleveland Elementary School	UniSIG		\$99.95
			<i>Notes: Logitech slim folio case with integrated bluetooth keyboard for iPad</i>			
	5100	519-Technology-Related Supplies	0881 - Cleveland Elementary School	UniSIG		\$89.00
			<i>Notes: apple pencil</i>			
	6300	120-Classroom Teachers	0881 - Cleveland Elementary School	Other		\$4,283.43
			<i>Notes: T-payroll PLC faciliator, curriculum writer, PD writer, mointors data, creates surveys, etc for cultural goal \$2,497.88 per semester Grand total= \$4995.76</i>			
	6400	120-Classroom Teachers	0881 - Cleveland Elementary School	Other		\$608.00
			<i>Notes: PLC facilitators and presenters of PD for curriculum (guidance counselor and social worker) 2 staff x \$38 x 8 hours= Grand total \$240 for both semesters</i>			
	6300	210-Retirement	0881 - Cleveland Elementary School	Other		\$362.81
			<i>Notes: T-payroll PLC faciliator, curriculum writer, PD writer, mointors data, creates surveys, etc for cultural goal \$2,497.88 per semester Grand total= \$4995.76</i>			
	6300	220-Social Security	0881 - Cleveland Elementary School	Other		\$265.57
			<i>Notes: T-payroll (FICA) PLC faciliator, curriculum writer, PD writer, mointors data, creates surveys, etc for cultural goal \$2,497.88 per semester Grand total= \$4995.76</i>			
	6300	220-Social Security	0881 - Cleveland Elementary School	Other		\$62.11
			<i>Notes: T-payroll (Medicare) PLC faciliator, curriculum writer, PD writer, mointors data, creates surveys, etc for cultural goal \$2,497.88 per semester Grand total= \$4995.76</i>			
	6300	240-Workers Compensation	0881 - Cleveland Elementary School	Other		\$21.85
			<i>Notes: T-payroll PLC faciliator, curriculum writer, PD writer, mointors data, creates surveys, etc for cultural goal \$2,497.88 per semester Grand total= \$4995.76</i>			

	7200	790-Miscellaneous Expenses	0881 - Cleveland Elementary School	Other		\$140.38
			<i>Notes: T-payroll - Indirect Costs PLC faciliator, curriculum writer, PD writer, mointors data, creates surveys, etc for cultural goal \$2,497.88 per semester Grand total= \$4995.76</i>			
	6400	220-Social Security	0881 - Cleveland Elementary School	Other		\$282.72
			<i>Notes: (FICA) "Cultural Workshop Pay: 38 staff x \$15 x 8 hours on SEL curriculum "</i>			
	6400	220-Social Security	0881 - Cleveland Elementary School	Other		\$66.12
			<i>Notes: (Medicare) "Cultural Workshop Pay: 38 staff x \$15 x 8 hours on SEL curriculum "</i>			
	6400	240-Workers Compensation	0881 - Cleveland Elementary School	Other		\$23.26
			<i>Notes: "Cultural Workshop Pay: 38 staff x \$15 x 8 hours on SEL curriculum "</i>			
	7200	790-Miscellaneous Expenses	0881 - Cleveland Elementary School	Other		\$138.59
			<i>Notes: Indirect Costs - "Cultural Workshop Pay: 38 staff x \$15 x 8 hours on SEL curriculum "</i>			
	6400	220-Social Security	0881 - Cleveland Elementary School	Other		\$37.70
			<i>Notes: (FICA) PLC facilitators and presenters of PD for curriculum (guidance counselor and social worker) 2 staff x \$38 x 8 hours= Grand total \$240 for both semesters</i>			
	6400	220-Social Security	0881 - Cleveland Elementary School	Other		\$8.82
			<i>Notes: (Medicare) PLC facilitators and presenters of PD for curriculum (guidance counselor and social worker) 2 staff x \$38 x 8 hours= Grand total \$240 for both semesters</i>			
	6400	240-Workers Compensation	0881 - Cleveland Elementary School	Other		\$3.10
			<i>Notes: PLC facilitators and presenters of PD for curriculum (guidance counselor and social worker) 2 staff x \$38 x 8 hours= Grand total \$240 for both semesters</i>			
	7200	790-Miscellaneous Expenses	0881 - Cleveland Elementary School	Other		\$18.48
			<i>Notes: Indirect Cost PLC facilitators and presenters of PD for curriculum (guidance counselor and social worker) 2 staff x \$38 x 8 hours= Grand total \$240 for both semesters</i>			
2	III.A.	Areas of Focus: Plan and implement tasks that are aligned to the standards				\$185,095.79
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0881 - Cleveland Elementary School			\$0.00
			<i>Notes: Use folders to place all paper communication to stakeholders either daily or weekly to include, but not limited to: student work, assessment data, etc to parents. Folders to be bought by title one parent involvement funds (estimated \$554). To increase communication between the home and school for students in grades Pre KG-5th to improve student achievement.</i>			
			0881 - Cleveland Elementary School			\$0.00
			<i>Notes: Use agendas to communicate with stakeholders either daily or weekly to include, but not limited to: notes, behavior and academic updates/concerns. Agendas to be bought by title one parent involvement funds (estimated \$964). To increase communication between the home and school for students in grades KG-5th to improve student achievement.</i>			

5100	510-Supplies	0881 - Cleveland Elementary School	UniSIG		\$5,847.12
		<i>Notes: Review student work as evidence of implementation of standards-based planning. Classroom supplies to support standards-based instruction as well as supplemental reading materials aligned to standards that teachers are required to copy for student use. \$209 x 28 instructional staff = \$5847</i>			
5100	520-Textbooks	0881 - Cleveland Elementary School	UniSIG		\$1,130.50
		<i>Notes: Annual STEMscope digital subscription for Science: see quote</i>			
6300	110-Administrators	0881 - Cleveland Elementary School	UniSIG		\$5,047.07
		<i>Notes: APEI to work after contract ends (head all summer PD design and curriculum writing) month of June: daily rate of pay with fringe-\$452.80 x 13 days (10 hour days)= Grand Total: \$5886.40 (T-pay)</i>			
6400	330-Travel	0881 - Cleveland Elementary School			\$8,402.00
		<i>Notes: "8 participants will travel to ""Get Your Teach On"" in Orlando, Florida, on Sunday, June 28th - Wednesday, July 1st. Participants will be learning instructional practices that are directly aligned to Common Core Standards. These best practices will increase students desire to learn, amp up the academic rigor, and challenge students to think beyond the standards! Attendance to the conference \$550.00 per person for a total of \$4,400.00 Hotel for 3 nights \$250 per room (5 rooms), per night for a total of \$3,750.00 for a total of \$8,150.00. Travel to and from Tampa to the hotel 75 miles one way, 150 round trip, for a total of \$63.00 per vehicle x 4 vehicles for a total of \$252. 00 Grand total for conference = \$8402.00 "</i>			
6400	120-Classroom Teachers	0881 - Cleveland Elementary School	Other		\$5,040.00
		<i>Notes: Instructional Workshop Pay: 28 teachers x \$15 x 12 hours on new EL curriculum, math curriculum and science STEMscope</i>			
6400	120-Classroom Teachers	0881 - Cleveland Elementary School	UniSIG		\$1,425.00
		<i>Notes: PLC workshop for curriculum (reading coach, reading resource, math coach, and science coach) 4 staff x \$15 x 23.75 hours=\$1,425.00 for both semesters</i>			
6400	120-Classroom Teachers	0881 - Cleveland Elementary School	UniSIG		\$2,100.00
		<i>Notes: 2 instructional staff x \$15 x 70 hours = \$2,100.00</i>			
5100	510-Supplies	0881 - Cleveland Elementary School	UniSIG		\$5,383.80
		<i>Notes: Stemscope hands on science kits for 3rd grade: \$1,215.00; 4th grade: \$2,210.00; 5th grade: \$1,650.00; shipping \$398.80 Grand Total= \$5,383.80</i>			
5100	120-Classroom Teachers	0881 - Cleveland Elementary School	UniSIG	1.0	\$60,003.78
		<i>Notes: Resource - Science</i>			
5100	210-Retirement	0881 - Cleveland Elementary School	UniSIG		\$5,082.32
		<i>Notes: Resource - Science</i>			
5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$3,720.23
		<i>Notes: Resource - Science (FICA)</i>			

5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$870.05
		<i>Notes: Resource - Science (Medicare)</i>			
5100	230-Group Insurance	0881 - Cleveland Elementary School	UniSIG		\$10,620.67
		<i>Notes: Resource - Science</i>			
5100	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		\$306.02
		<i>Notes: Resource - Science</i>			
6300	210-Retirement	0881 - Cleveland Elementary School	UniSIG		\$427.49
		<i>Notes: APEI to work after contract ends (head all summer PD design and curriculum writing) month of June: daily rate of pay with fringe-\$452.80 x 13 days (10 hour days)= Grand Total: \$5886.40 (T-pay)</i>			
6300	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$312.92
		<i>Notes: (FICA) APEI to work after contract ends (head all summer PD design and curriculum writing) month of June: daily rate of pay with fringe-\$452.80 x 13 days (10 hour days)= Grand Total: \$5886.40 (T-pay)</i>			
6300	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$73.18
		<i>Notes: (Medicare) APEI to work after contract ends (head all summer PD design and curriculum writing) month of June: daily rate of pay with fringe-\$452.80 x 13 days (10 hour days)= Grand Total: \$5886.40 (T-pay)</i>			
6300	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		\$25.74
		<i>Notes: APEI to work after contract ends (head all summer PD design and curriculum writing) month of June: daily rate of pay with fringe-\$452.80 x 13 days (10 hour days)= Grand Total: \$5886.40 (T-pay)</i>			
5100	150-Aides	0881 - Cleveland Elementary School	UniSIG	1.0	\$22,660.00
		<i>Notes: Aide, Title 1, 1920</i>			
5100	210-Retirement	0881 - Cleveland Elementary School	UniSIG		\$1,919.30
		<i>Notes: Aide, Title 1, 1920</i>			
5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$1,404.92
		<i>Notes: Aide, Title 1, 1920 (FICA)</i>			
5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$328.57
		<i>Notes: Aide, Title 1, 1920 (Medicare)</i>			
5100	230-Group Insurance	0881 - Cleveland Elementary School	UniSIG		\$4,010.82
		<i>Notes: Aide, Title 1, 1920</i>			
5100	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		\$115.57

			<i>Notes: Aide, Title 1, 1920</i>		
7200	790-Miscellaneous Expenses	0881 - Cleveland Elementary School			\$236.10
			<i>Notes: "8 participants will travel to ""Get Your Teach On"" in Orlando, Florida, on Sunday, June 28th - Wednesday, July 1st. Participants will be learning instructional practices that are directly aligned to Common Core Standards. These best practices will increase students desire to learn, amp up the academic rigor, and challenge students to think beyond the standards! Attendance to the conference \$550.00 per person for a total of \$4,400.00 Hotel for 3 nights \$250 per room (5 rooms), per night for a total of \$3,750.00 for a total of \$8,150.00. Travel to and from Tampa to the hotel 75 miles one way, 150 round trip, for a total of \$63.00 per vehicle x 4 vehicles for a total of \$252. 00 Grand total for conference = \$8402.00 "</i>		
6400	220-Social Security	0881 - Cleveland Elementary School	Other		\$312.48
			<i>Notes: (FICA) Instructional Workshop Pay: 28 teachers x \$15 x 12 hours on new EL curriculum, math curriculum and science STEMscope</i>		
6400	220-Social Security	0881 - Cleveland Elementary School	Other		\$73.08
			<i>Notes: (Medicare) Instructional Workshop Pay: 28 teachers x \$15 x 12 hours on new EL curriculum, math curriculum and science STEMscope</i>		
6400	240-Workers Compensation	0881 - Cleveland Elementary School	Other		\$25.70
			<i>Notes: Instructional Workshop Pay: 28 teachers x \$15 x 12 hours on new EL curriculum, math curriculum and science STEMscope</i>		
7200	790-Miscellaneous Expenses	0881 - Cleveland Elementary School	Other		\$153.18
			<i>Notes: Indirect Costs - Instructional Workshop Pay: 28 teachers x \$15 x 12 hours on new EL curriculum, math curriculum and science STEMscope</i>		
6400	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$88.35
			<i>Notes: (FICA) PLC workshop for curriculum (reading coach, reading resource, math coach, and science coach) 4 staff x \$15 x 23.75 hours=\$1,425.00 for both semesters</i>		
6400	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$20.66
			<i>Notes: (Medicare) PLC workshop for curriculum (reading coach, reading resource, math coach, and science coach) 4 staff x \$15 x 23.75 hours=\$1,425.00 for both semesters</i>		
6400	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		\$7.27
			<i>Notes: PLC workshop for curriculum (reading coach, reading resource, math coach, and science coach) 4 staff x \$15 x 23.75 hours=\$1,425.00 for both semesters</i>		
6400	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$130.20
			<i>Notes: (FICA) 2 instructional staff x \$15 x 70 hours = \$2,100.00</i>		
6400	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$30.45
			<i>Notes: (Medicare) 2 instructional staff x \$15 x 70 hours = \$2,100.00</i>		
6400	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		\$10.71
			<i>Notes: 2 instructional staff x \$15 x 70 hours = \$2,100.00</i>		

5100	150-Aides	0881 - Cleveland Elementary School	UniSIG	1.0	\$14,243.44
		<i>Notes: Aide, Title 1, 1920</i>			
5100	210-Retirement	0881 - Cleveland Elementary School	UniSIG		\$1,206.42
		<i>Notes: Aide, Title 1, 1920</i>			
5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$883.09
		<i>Notes: Aide, Title 1, 1920 (FICA)</i>			
5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG		\$206.53
		<i>Notes: Aide, Title 1, 1920 (Medicare)</i>			
5100	230-Group Insurance	0881 - Cleveland Elementary School	UniSIG		\$2,521.09
		<i>Notes: Aide, Title 1, 1920</i>			
5100	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG		\$72.64
		<i>Notes: Aide, Title 1, 1920</i>			
6400	510-Supplies	0881 - Cleveland Elementary School	UniSIG		\$5,080.86
		<i>Notes: Supplies needed for PLC training: chart paper, markers, post-its, etc. Also, purchase of PD materials, to include The Reading Strategies, and the Visible Learning for Mathematics Series</i>			
5100	643-Capitalized Hardware and Technology-Related Infrastructure	0881 - Cleveland Elementary School	UniSIG		\$11,541.72
		<i>Notes: Lawson 3021659 HP Business E202 Bundle ***Includes EliteDisplay E202 monitor (M1F41A8), Mounting Bracket (N6N00AA)*** \$220.00 x 13 = \$2,860 (Lawson 3024141) HP EliteDesk 705 G4 65W DM AMS PC, Energy Star Certified Label, Win 10 Pro 64 MSNA Std, AMD Ryzen3-Pro 2200G 4C 65W, 4GB (1x4GB) DDR4 2666 SODIMM, 500GB 7200 2.5, USB BusSlim Keyboard, HP VGA Port, G4 DM 65W SATA Drive Bracket, MUS WD USB OPT, 90 Watt EPSDM Ext Power Adapter, 3/3/3 DM Warranty, Single Unit (DM) Packaging, HP 705 G4 DM Kit, Intel 9260 ac2x2 nvP +BT5 WW ***Includes Imaging*** \$523.98 x 14= \$7461.72 Lawson ID 2927218 - Microsoft EES Agreement - MS Operating and MS Office \$75 x 14 = \$1050 HP HDMI to VGA Adapter - HDMI/VGA Video Cable for Ultrabook, Audio/ Video Device, \$34 x 5 = \$170</i>			
5100	643-Capitalized Hardware and Technology-Related Infrastructure	0881 - Cleveland Elementary School	UniSIG		\$1,994.75
		<i>Notes: iPad Wi-Fi 32GB - Space Gray-\$299 x 5 = 1495 Logitech Slim Folio Case with Integrated Bluetooth Keyboard for iPad (5th & 6th generation) - Black \$99.95 x 5 = \$499.75</i>			
Total:					\$197,274.98