Pizzo K 8 School

2019-20 Schoolwide Improvement Plan

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Pizzo K 8 School

11701 USF BULL RUN ST, Tampa, FL 33617

www.pizzo.mysdhc.org

Demographics

Principal: Ovett Wilson   Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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 (39%) 2017-18: C (44%) 2016-17: D (38%) 2015-16: D (36%) 2014-15: C (42%)
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)
Combination School PK-8	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Best Teaching Practices
USF Partnerships
Learning Communities
Leads to
Student Achievement

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:

Learning for All ... All for Learning!

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
Cronin, Amber	Principal	
Jenks, Mary	Assistant Principal	
Salter-Wood, Abeba	Assistant Principal	
Garrett, Ashley	Instructional Coach	
Poling, Valerie	Teacher, K-12	
Watson, Jennifer	Instructional Coach	
Brown, Amber	Teacher, K-12	

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	68	0	0	0	0	0	0	0	0	0	68
	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	4	7	14	24	17	2	6	0	0	0	0	0	0	74

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	3	0	31	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	0	4	4	1	0	0	0	0	0	0	9

FTE units allocated to school (total number of teacher units)
59

Date this data was collected or last updated
Thursday 8/1/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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	

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	38	21	26	21	18	14	6	0	0	0	0	0	0	144
One or more suspensions	7	4	5	10	6	1	6	0	0	0	0	0	0	39
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	68	0	0	0	0	0	0	0	0	0	68

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	39%	57%	61%	34%	60%	57%
ELA Learning Gains	45%	56%	59%	49%	60%	57%
ELA Lowest 25th Percentile	37%	52%	54%	46%	53%	51%
Math Achievement	35%	55%	62%	28%	60%	58%
Math Learning Gains	43%	57%	59%	38%	60%	56%
Math Lowest 25th Percentile	33%	49%	52%	35%	54%	50%
Science Achievement	39%	50%	56%	38%	54%	53%
Social Studies Achievement	0%	77%	78%	0%	78%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	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)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	68 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	68 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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	24%	53%	-29%	57%	-33%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	37%	55%	-18%	58%	-21%
	2018	43%	55%	-12%	56%	-13%
Same Grade Comparison		-6%				
Cohort Comparison		13%				
05	2019	39%	54%	-15%	56%	-17%
	2018	40%	51%	-11%	55%	-15%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
06	2019	28%	53%	-25%	54%	-26%
	2018					
Cohort Comparison		-12%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	54%	-24%	62%	-32%
	2018	23%	55%	-32%	62%	-39%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	34%	57%	-23%	64%	-30%
	2018	34%	57%	-23%	62%	-28%
Same Grade Comparison		0%				
Cohort Comparison		11%				
05	2019	34%	54%	-20%	60%	-26%
	2018	22%	54%	-32%	61%	-39%
Same Grade Comparison		12%				
Cohort Comparison		0%				
06	2019	21%	49%	-28%	55%	-34%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018					
Cohort Comparison		-1%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	32%	51%	-19%	53%	-21%
	2018	40%	52%	-12%	55%	-15%
Same Grade Comparison		-8%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-40%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	29	34	25	27	48	32	50				
ELL	20	44	46	27	47	38	20				
BLK	40	45	26	30	40	38	35				
HSP	36	45	47	38	40	21	34				
MUL	27			18							
WHT	43	40		50	56						
FRL	36	42	36	33	42	35	33				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	55	65	11	38	31	20				
ELL	21	64	83	22	41	32	33				
BLK	37	54	65	24	42	36	40				
HSP	32	61	64	26	43	33	45				
WHT	54	71		46	57						
FRL	36	57	63	28	45	33	45				

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	9	40	44	9	17	20	13				
ELL	18	35	40	23	38	33	18				
BLK	28	47	48	23	33	40	36				
HSP	30	45	44	26	40	32	38				
MUL	70			20							
WHT	54	56		46	38						
FRL	33	47	45	27	36	34	37				

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	41
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	37
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	36
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	39
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	23
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	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	39
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.

Based upon the 2019 FSA Data the lowest performing area for our school was Learning Gains of Bottom Quartile in Math, which was at 33%. This was 11% below the district average, and 13% below the state average. This was consistent with the proficiency we had the prior school year.

Based upon iReady Spring Data, Grades 1 and 2 Math showed only 31.5% of students scoring at or above grade level for Math.

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

The bottom quartile in ELA showed the greatest decline. In 2019, our students making ELA gains in the BQ dropped from 64% to 37%.

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.

Based upon the 2019 FSA Data the largest gap between the school and state average was Math Proficiency, which was at 35% . This was 21% below the state average.

Based upon iReady Spring Data, the percentage of students scoring at or above grade level Kindergarten Math was 40%, which is 28% lower than the district average.

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

The proficiency in Math showed the greatest increase. In 2018, 28% of our students showed proficiency in Math which increased to 35% in 2019. We implemented Math PLCs every other week with our math coach, Jennifer Watson, who also modeled lessons and met with small groups of students.

Based upon iReady Spring Data, in Grade 2, the Math percentage of students scoring at or above grade level increased from 8 to 18%

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

The two major areas of concern we have are the percentage of students proficient in Reading and the percentage of students proficient in Math. as well as the percentage of the students performing at or above grade level on iReady Spring.

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

1. Standards Based Instruction
2. Rigor Cognitively Complex
3. Culture SOPs
4. Accountable Talk
5. Instructional Design

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student achievement will increase when teachers participate in being a standards focused school, aligning instruction to the appropriate rigor and cognitive complexity.
Rationale	This area of focus was identified by walk-throughs where data collected showed student work was either low rigor or not aligned with the complexity of the standard. Scores from FSA also point to students are not working at the highest level expected at their grade level.

State the measurable outcome the school plans to achieve	Students in grades 3 through 7 will improve at least 5% in each of the following cells as measured by the FSA: *FSA ELA Proficiency *FSA ELA Learning Gains *FSA ELA Bottom Quartile Gains *FSA Math Proficiency *FSA Math Learning Gains *FSA Math Bottom Quartile Gains *SSA Science Proficiency
Person responsible for monitoring outcome	Amber Cronin (amber.cronin@hcps.net)
Evidence-based Strategy	Weekly Standards-focused PLCs Standards based coaching cycles I-Ready lessons Daily small group instruction
Rationale for Evidence-based Strategy	Through weekly planning with coaches and resource teachers, grade levels can strengthen their knowledge of the core standards as well as build their strategies to work with small groups of students. Through coaching cycles, all teachers will build capacity and learn new strategies as well as refine content knowledge. By incorporating I-Ready lessons with fidelity, teachers will close learning gaps identified by this research-based program.
Action Step	
Description	1. Create master schedule that supports weekly standards-focused PLCs. Provide sign-in sheets which are turned in weekly with agendas and notes through One Note. This time will be made so that teachers can focus on planning rigorous lessons that are aligned to the LAFS and MAFS. The fidelity of these sessions will be dome through sign in sheets, walkthroughs to check for implementation. 2. Set up schedule for coaching cycles to coach teachers on how to plan for and implement rigorous standards based instruction. Log turned in weekly. 3. Create weekly rotation for I-Ready lab time with Assistant Teacher. iReady time and lessons passed are monitored weekly, and results utilized to address the needs of students. 4. Push-in ELP and reading resource teacher will provide extra reading groups to retained third graders as well as Level 1 and 2 fourth and fifth graders. Fidelity monitored through walkthroughs and teacher schedule. 5. Push-in Kindergarten paraprofessional will provide extra reading and math groups to struggling Kindergarten students. The classroom teachers will directly monitor the actions and implementation from the para to ensure standards based supprt is bring offered, and at the appropriate cognitive complexity. 6. Push-in Math MTSS Coach will provide extra planning for math groups focused on standards and aligning student tasks and products to the rigor and cognitive complexity,

and support students' participation in Math Bowl and Science Fair. Log and schedule turned in weekly.

7. Utilize Rosetta Stone in 6th and 7th grade to support language acquisition. This will be monitored by the ESOL resource teacher and through data collected, with a focus on academic vocabulary language acquisition.

9. Utilize technology during instruction to increase student engagement, including projectors. These interactive projectors will increase engagement and students manipulation of grade level, standards based content.

10. Provide PD for teachers, including Rosetta Stone, coaching cycles, and planning. Include PD supplies to support coaching cycles and PD for use of Rosetta stone and data analysis.

Person Responsible	Amber Cronin (amber.cronin@hcps.net)

#2	
Title	Student and classroom culture will increase through clear expectations and SOP's, mutual respect, and implementating accountable talk structures.
Rationale	This area of focus was identified by walk-throughs where data collected showed student talk was not as prevalent as teacher talk. Student talk was not constructive or respectful; either absent or not aligned with school behavior expectations.
State the measurable outcome the school plans to achieve	We will reduce the number of threat assessments by 10%. We will reduce the number of behavior trackers and discipline referrals in the areas of disrespect by 10%. 95% of teachers will have an accomplished or higher rating in Domain 2 as tracked in LTM through formal and informal observations.
Person responsible for monitoring outcome	Amber Cronin (amber.cronin@hcps.net)
Evidence-based Strategy	PBIS Monthly classroom lessons from Guidance (SEL Curriculum) Marzano Standard Operating Procedures (SOPs) Morning Meetings Restorative Practices Trainings
Rationale for Evidence-based Strategy	When SOPs are in place and practiced regularly by students so they are aware of expectations, students will have more time available to work in cooperative groups, learning from each other's strengths. They will be respectful and implement accountable talk in a variety of situations in and out of the classroom environment.
Action Step	
Description	1. Review PBIS for all teachers and staff members 2. Schedule classroom guidance lessons. Teachers should be present to learn the SEL vocabulary/concepts 3. Create Marzano SOPs of behavior expectations for school and classes 4. Teachers who attend Restorative Practices Training over summer, 2019, will train staff in August, 2019. 5.
Person Responsible	Amber Cronin (amber.cronin@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).

c

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.

We work to communicate every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. School staff, students, parents, and the community work collaboratively to improve skills and habits for personal and academic success. Our goal is to build positive relationships with families. We encourage parents to participate in all of our events by sending home newsletters and flyers, making parent link calls, and posting everything on our website and social media.
-Open House
-SAC/PTA
-Newsletter/Websites/Edsby/Marque
-Parent Link/Remind (phone text system)
-Conference Nights
-Volunteer Orientation/Recognition
-Committee Events
-Great American Teach-In
-Ongoing community partnerships
-Volunteer program

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.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers.

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. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address 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.

It is an expectation that behavior management plans for all DA and Achievement Schools include 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). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

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

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; Field trip opportunities for career awareness; Field trip 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: Student achievement will increase when teachers participate in being a standards focused school, aligning instruction to the appropriate rigor and cognitive complexity.	$447,862.84

Function	Object	Budget Focus	Funding Source	FTE	2019-20
5100	510-Supplies	3381 - Pizzo K 8 School	UniSIG		$21,957.34
	Notes: Per 5% ofc supp cap: Classroom supplies for students to utilize in instruction. 58 classroom teachers X $379 ea. on supplies To purchase items for students to use in the classroom.				
5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG		$9,019.92
	Notes: Curriculum materials (Tradebooks) 58 classroom teachers to purchase supplemental materials to enhance learning for students. The teachers will be able to purchase additional texts that best suits their students to improve math, reading, and science.				
5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG		$4,875.00
	Notes: Rosetta Stone License for 6th and 7th grades				
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3381 - Pizzo K 8 School	UniSIG		$42,000.00
	Notes: Short Throw Projectors in classrooms 56 X $750 each = $42,000 Projectors will enhance learning as lesson materials are able to be seen by all students in the classroom setting.				
5100	730-Dues and Fees	3381 - Pizzo K 8 School	UniSIG		$650.00
	Notes: Math Bowl & Science Fair yearly dues. Students will participate in district wide competitions. Math Bowl Dues= $325.00 and Science Dues $325.00				
5100	310-Professional and Technical Services	3381 - Pizzo K 8 School	UniSIG		$45,775.00
	Notes: Catapult Learning Reading Intervention Program- 22 Weeks October - March 4 teachers 4 days a week Targeted Students -Level 2				
6300	120-Classroom Teachers	3381 - Pizzo K 8 School	UniSIG		$63,019.81
	Notes: T-pay for planning (70 instructional personnel 3hrs per week for 10 weeks @ $35/hr = $73,500)				
6400	510-Supplies	3381 - Pizzo K 8 School	UniSIG		$1,000.00
	Notes: PD Supplies such as Chart Paper, Post it Notes, and Markers				
6300	210-Retirement	3381 - Pizzo K 8 School	UniSIG		$5,337.78
	Notes: T-pay for planning (70 instructional personnel 3hrs per week for 10 weeks @ $35/hr = $73,500)				
6300	220-Social Security	3381 - Pizzo K 8 School	UniSIG		$3,907.23
	Notes: (FICA) T-pay for planning (70 instructional personnel 3hrs per week for 10 weeks @ $35/hr = $73,500)				
6300	220-Social Security	3381 - Pizzo K 8 School	UniSIG		$913.79
	Notes: (Medicare) T-pay for planning (70 instructional personnel 3hrs per week for 10 weeks @ $35/hr = $73,500)				
6300	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		$321.40
	Notes: T-pay for planning (70 instructional personnel 3hrs per week for 10 weeks @ $35/hr = $73,500)				
5100	510-Supplies	3381 - Pizzo K 8 School	UniSIG		$9,023.04
	Notes: Write & Wipe Boards = $2973.660 Various Math engagement games and manipulatives = $3524.68 Hands on Math regrouping kits = $1199 Math Resources (Versatiles) = $1325.76				
5100	519-Technology-Related Supplies	3381 - Pizzo K 8 School	UniSIG		$20,720.00

			Notes: iRespond Lite classroom responders - This is a responder to suppport student engagement in the Math and Reading classrooms. The responders allow students to digitally submit an answer, which supports our accountable talk instructional priority. These classroom responders will be utilizied in K-7 Math andLiteracy Classrooms. This tool also provides immediate feedback to the students and the teacher.		
	5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG	$3,295.00
			Notes: Reflex Math Subscription - Reflex Math will be utilized in Math classrooms in Grades 1-5. This tool supports fluency in the Math classroom, and teachers and students are able to track goals, monitor their progress, assign specific lessons based on student need.		
	5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG	$16,725.00
			Notes: Curriculum materials (Guided Reading Sets) 58 classroom teachers to purchase supplemental materials to enhance learning for students. The teachers will be able to purchase additional texts that best suits their students to improve math, reading, and science.		
	5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG	$1,001.40
			Notes: Curriculum materials (Phonemic Awareness Activities) 58 classroom teachers to purchase supplemental materials to enhance learning for students. The teachers will be able to purchase additional texts that best suits their students to improve math, reading, and science.		
	5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG	$905.04
			Notes: Curriculum materials (Magazine Subscriptions) 58 classroom teachers to purchase supplemental materials to enhance learning for students. The teachers will be able to purchase additional texts that best suits their students to improve math, reading, and science.		
	5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG	$599.98
			Notes: Curriculum materials (Book Boxes) 58 classroom teachers to purchase supplemental materials to enhance learning for students. The teachers will be able to purchase additional texts that best suits their students to improve math, reading, and science.		
	5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG	$840.29
			Notes: Curriculum materials (Marilyn Burns Math & Literature Collection) 58 classroom teachers to purchase supplemental materials to enhance learning for students. The teachers will be able to purchase additional texts that best suits their students to improve math, reading, and science.		
	6400	330-Travel	3381 - Pizzo K 8 School	UniSIG	$7,642.39
			Notes: Visit to Marzano Academy in Colorado - We would like to send 8 faculty members to observe two school days of the Marzano Academy in Colorado. We are transitioning to become a high reliability school using Marzanos framework. This visit would include 2 admin, 2 resource coaches and 4 teachers to learn from the leadership and teachers at the John E Flynn Marzano Academy. Flights for 8- $2,911.68 Hotel for 8- $1,866.67 Substitutes for 4 teachers x 2 days- $800 (Each of the classroom teachers and resource coaches will be missing 15 hours of instructional time) Breakfast Per Diem 8 people x 4 days- $192 Lunch Per Diem 8 people x 4 days- $288 Dinner Per diem 8 people x 4 days- $480 Rental Car x 2: $733.30 Mileage- $50.74 Airport parking- $320.00		
	5100	520-Textbooks	3381 - Pizzo K 8 School	UniSIG	$53,143.30
			Notes: LLI Kits for grades K-7 - LLI Kits are research based, and will be utilized by classroom teachers in grdaes K-7 to provide Tier 3 students with accelerated, targeted and specific comprehension intervention to catch them up to grade level.		
	6400	510-Supplies	3381 - Pizzo K 8 School	UniSIG	$218.40
			Notes: PD Supplies Professional Development book study - Dare to Lead		
	5100	120-Classroom Teachers	3381 - Pizzo K 8 School	UniSIG	$33,336.19
			Notes: Tutorial Summer Program June 8-11, June 15-18, June 22-25, June 29-July 2 - This Summer Program would target Kindergarten, First Grade and Fourth grade students who are performing Below Grade Level, as determined by end of the year student data. This summer program would allow teachers the opportunity to work with these students with research based resources. Tier 2 and 3 (if necessary) data will be documented in an effort to bring these students to grade level by the end of the 4 week program. The students would attend		

			for 5 hours a day, teachers would be compensated 6 hours per day. (30 minute plannign in AM and 30 minute planning in PM) = 6hrs/day @ 4 days/wk for 4 weeks = 96hrs; 15 teachers x 96hrs x $27 = $38,880			
	5100	210-Retirement	3381 - Pizzo K 8 School	UniSIG		$2,823.58
			Notes: Tutorial Summer Program June 8-11, June 15-18, June 22-25, June 29-July 2			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		$2,066.84
			Notes: (FICA) Tutorial Summer Program June 8-11, June 15-18, June 22-25, June 29-July 2			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		$483.37
			Notes: (Medicare) Tutorial Summer Program June 8-11, June 15-18, June 22-25, June 29-July 2			
	5100	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		$170.01
			Notes: Tutorial Summer Program June 8-11, June 15-18, June 22-25, June 29-July 2			
	7800	390-Other Purchased Services	3381 - Pizzo K 8 School	UniSIG		$4,400.00
			Notes: Bus for summer school $275/day x 16 days = $4400			
	5100	120-Classroom Teachers	3381 - Pizzo K 8 School	UniSIG	1.0	$67,550.00
			Notes: Reading Coach (.88)			
	5100	210-Retirement	3381 - Pizzo K 8 School	UniSIG		$5,721.49
			Notes: Reading Coach (.88)			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		$4,188.10
			Notes: (FICA) Reading Coach (.88)			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		$979.48
			Notes: (Medicare) Reading Coach (.88)			
	5100	230-Group Insurance	3381 - Pizzo K 8 School	UniSIG		$11,956.35
			Notes: Reading Coach (.88)			
	5100	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		$344.51
			Notes: Reading Coach (.88)			
	5100	130-Other Certified Instructional Personnel	3381 - Pizzo K 8 School	UniSIG	1.0	$880.00
			Notes: Reading Coach Supplement (.88)			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		$54.56
			Notes: (FICA) Reading Coach Supplement (.88)			
	5100	220-Social Security	3381 - Pizzo K 8 School	UniSIG		$12.76
			Notes: (Medicare) Reading Coach Supplement (.88)			
	5100	240-Workers Compensation	3381 - Pizzo K 8 School	UniSIG		$4.49
			Notes: (Medicare) Reading Coach Supplement (.88)			
2	III.A.	**Areas of Focus: Student and classroom culture will increase through clear expectations and SOP's, mutual respect, and implementating accountable talk structures.**				**$0.00**
					Total:	**$459,146.88**