

Hillsborough County Public Schools

Burney 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	17
Budget to Support Goals	19

Burney Elementary School

901 S EVERS ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Brooke Quinlan

Start Date for this Principal: 11/14/2017

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* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (52%) 2016-17: D (36%) 2015-16: C (43%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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	87%

School Grades History

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

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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.

Provide a supportive and engaging learning environment for all students.

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:

To prepare students to be life-long learners and contributing members of their communities.

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
Black, Alan	Principal	Leadership team meeting include the following: Principal, Assistant Principal, Academic Coaches, Behavioral Specialist, Guidance Counselor, SSW, School Psychologist, Media Specialist, ESE teachers, ELL Resource teacher, ILT team leaders. The team meets regularly (bi-weekly/monthly). The purpose of the Leadership Team is to: 1. Collaborate and problem solve to ensure the implementation of highly effective classroom practices are occurring at all levels (intensive, enrichment-Tier 1, 2, 3). 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of the SIP goal in curriculum, behavioral, and attendance. 4. Communicate school-wide data to grade level PLCs and facilitate problem solving within the grade level teams.
Hendricks, Lisa	Assistant Principal	

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	20	56	47	70	55	50	0	0	0	0	0	0	0	298
Attendance below 90 percent	18	26	28	24	20	17	0	0	0	0	0	0	0	133
One or more suspensions	0	0	2	1	7	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	30	35	30	0	0	0	0	0	0	0	95
	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	6	11	10	18	17	11	0	0	0	0	0	0	0	73

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	1	9	0	9	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

21

Date this data was collected or last updated

Tuesday 7/30/2019

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	6	8	6	8	6	2	0	0	0	0	0	0	0	36
One or more suspensions	2	0	0	2	5	2	0	0	0	0	0	0	0	11
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	6	26	17	0	0	0	0	0	0	49

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	1	0	0	0	0	0	0	0	0	1

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	6	8	6	8	6	2	0	0	0	0	0	0	0	36
One or more suspensions	2	0	0	2	5	2	0	0	0	0	0	0	0	11
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	6	26	17	0	0	0	0	0	0	49

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	1	0	0	0	0	0	0	0	0	1

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	27%	52%	57%	26%	52%	55%
ELA Learning Gains	35%	55%	58%	48%	55%	57%
ELA Lowest 25th Percentile	38%	50%	53%	45%	51%	52%
Math Achievement	40%	54%	63%	32%	53%	61%
Math Learning Gains	47%	57%	62%	41%	54%	61%
Math Lowest 25th Percentile	35%	46%	51%	40%	46%	51%
Science Achievement	22%	50%	53%	20%	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	20 (0)	56 (0)	47 (0)	70 (0)	55 (0)	50 (0)	298 (0)
Attendance below 90 percent	18 (6)	26 (8)	28 (6)	24 (8)	20 (6)	17 (2)	133 (36)
One or more suspensions	0 (2)	0 (0)	2 (0)	1 (2)	7 (5)	3 (2)	13 (11)
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)	30 (0)	35 (6)	30 (26)	95 (32)
	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	29%	52%	-23%	58%	-29%
	2018	32%	53%	-21%	57%	-25%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	21%	55%	-34%	58%	-37%
	2018	25%	55%	-30%	56%	-31%
Same Grade Comparison		-4%				
Cohort Comparison		-11%				
05	2019	26%	54%	-28%	56%	-30%
	2018	46%	51%	-5%	55%	-9%
Same Grade Comparison		-20%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	29%	54%	-25%	62%	-33%
	2018	34%	55%	-21%	62%	-28%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	43%	57%	-14%	64%	-21%
	2018	48%	57%	-9%	62%	-14%
Same Grade Comparison		-5%				
Cohort Comparison		9%				
05	2019	42%	54%	-12%	60%	-18%
	2018	46%	54%	-8%	61%	-15%
Same Grade Comparison		-4%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	51%	-28%	53%	-30%
	2018	39%	52%	-13%	55%	-16%
Same Grade Comparison		-16%				
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	6	24	33	16	23	14	9				

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
ELL	24	27		41	51	38	6				
BLK	22	39	38	25	37		8				
HSP	28	32	36	46	51	50	23				
WHT	36			38	40						
FRL	27	35	39	40	46	32	22				
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	17	45		24	63	60					
ELL	21	48	55	36	57						
BLK	32	29		35	76						
HSP	35	55	57	43	68		37				
WHT	40			63							
FRL	35	49	61	44	70	65	43				
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	11	34	40	24	51	44	9				
ELL	22	47		32	50		8				
BLK	29	46		29	33		25				
HSP	24	56	58	31	49	40	13				
WHT	30	31		35	23		30				
FRL	25	48	48	31	41	42	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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	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	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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	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.

Science-students did not have a strong foundation of science benchmarks. Prior year, ERT sites were given 1.5 additional hours after school on Mondays which were devoted to science. Lack of active thinking strategies in the classroom. 2 new teachers to 5th grade science

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

Bottom Quartile in Math-half of our bottom quartile are ESE students. One of the ESE was out for half of the year and consistent teaching was not done with those students, students lacked effort, general ed teachers were not consistent with pulling additional materials for the bottom quartile students. Attendance was a concern of the students and the teachers.

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.

ELA Achievement. Burney students lack some of the foundational skills needed for reading fluently and in comprehension. Students come to school with a lack of vocabulary and background knowledge. Burney is 97% free lunch.

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

Math Achievement. Math planning was scheduled weekly with each grade level for one hour. Teachers gained insight into the standards and were able to use additional materials to support the learning.

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

Overall attendance is an area of great need that has to be monitored and supported better. ESE students and ELL students are in multiple areas that need consistent support and monitoring.

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

1. Enhancing Positive Behaviors
2. Raise Student Achievement Levels (Learning gains and Bottom Quartile in all subgroups)
3. Cultivate a Safe and Collaborative Culture
4. Effective Classroom Environments Held to High Expectations
5. Strengthen Parent Engagement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Create a Culture of High Expectations for Learning
Rationale	In review of classroom observations, the tasks that were observed were not aligned to grade level standards. Due to the lack of alignment, the tasks were not at the level of the rigor required for the standard. 58% of teachers were progressing in the area of engagement in classroom observations.
State the measurable outcome the school plans to achieve	Fifty percent of the fourth and fifth grade bottom quartile students in ELA and Math will make a year's worth of growth on the FSA state assessment. Forty five percent of ELA students and fifty-seven percent of math students will show learning gains on the FSA assessment. Thirty percent of ELA students and forty percent of math students will show proficiency on the FSA assessment. Kindergarten to second grade students will make a year's worth of growth in ELA and math as assessed by the Spring i-Ready diagnostic.
Person responsible for monitoring outcome	Alan Black (alan.black@hcps.net)
Evidence-based Strategy	Standards based planning, with support from the academic coaches in "advanced summer preplanning-July" and weekly grade level planning, will occur through the year. Lesson Planning will be kept through OneDrive. Coaches will also meet with grade levels monthly to assess student data and classwork ("Data Days"). Admin will be present at lesson planning sessions and "Data Days". Administration will do weekly "walk throughs" in classrooms to monitor the fidelity of the planning sessions. A school set of "look fors" will be created based on the needs of the classrooms to impact learning. Informal and Formal class observations with feedback will occur through the year to also maintain the effectiveness of the planning sessions. Coaches and administration will meet weekly to collaborate and progress monitor the needs of the school from planning and classroom observation data.
Rationale for Evidence-based Strategy	In alignment with the teacher planning, there will be progress monitoring of the student performance and teacher effectiveness.
Action Step	

Description

1. The school vision and goals will create a culture and climate that promote high expectations and are observed by all stakeholders. School leaders establish a sense of urgency for school improvement. A clear, consistent school wide behavior system that includes rewards and consequences is evident. Burney will institute the Foundations behavioral support program as well as continuing as a PBIS school. All teachers will support and utilize "Bronco Bucks". Teachers will maintain a weekly "bucks" spreadsheet for their classes. Communication with stakeholders will be daily/weekly to reinforce positive behaviors. The school regularly collects data and provides feedback on the effectiveness of the school wide behavior system. PBIS/Foundations teams meet monthly with agendas and defined norms. Evidence of high expectations is visible for stakeholders (signage, newsletters, website, marquee, ParentLinks). SEL curriculum will be integrated into the classrooms through diverse classroom libraries, Restorative Circles and Frameworks/ coaching materials that will be use daily in morning "Community Circles". Morning meetings are consistently scheduled using effective social-emotional resources that supports and expands learning opportunities for all students.

2. Teachers will clearly communicate expectations and procedures while making personal connections with the students. Teachers use strategies that encourage all students to participate in lessons (discussions, cooperative learning, high-order thinking). Teachers will implement engagement and collaborative structures learned through the Kagan Professional Development. Teachers cultivate a learning orientation by encouraging effort, persistence and problem solving, systematically check for student understanding, provide feedback. Staff will work with students to create meaningful goals and provide opportunities to monitor learning. Specific feedback is provided to all stakeholders on learning growth.
3. Teachers, along with the academic coaches, design, deliver and adjust curriculum based on grade level standards. Academic Coaches will meet weekly with each grade level to plan, implement engagement strategies, create assessments. Teachers and coaches will meet in July for Advance Planning to learn new standards learning progressions and curriculum. Substitutes will be provided, to allow coaches to meet monthly ("Data Days") with grade levels to review data, restructure small groups, plan interventions for all subgroups. Instructional coaches engage in coaching cycles with next steps. Teachers will receive on-going professional development surrounding Fisher, Frey, and Hattie's work on visible learning, specifically on teacher clarity. Professional Development sessions include clear expectations for application of new learning and implementation. Administration will routinely provide feedback to teachers from classroom walkthrough and formal/informal observations. OneNote will be utilized to collect notes and monitor trends.
4. See below text box. Our Action Steps would not all fit in this text box.

Person Responsible Lisa Hendricks (lisa.hendricks@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).

Continued from above:

4. Staff use strategic and intensive, researched-based interventions through after school tutoring, Saturday school or daytime tutoring to provide additional reading groups to meet the needs of all the students in each subgroup (ESE, ELL, Black/African American, White, Economic Disadvantaged). Teachers will utilize technology to help engage students and for intensive remediation as well as

enrichment. Staff use data to monitor progress toward students' achievement goals and to adjust their backward plans.

5. The school partners with PTA to provide activities for the families. Family Learning Nights are routinely scheduled with make and take activities to increase parent engagement. Teachers will communicate daily/weekly through student agendas, quarterly parent contact folders and school/classroom newsletters. Conference nights are scheduled four times through the year, to allow the teachers to share with families about their child's learning gains, progress and concerns. Whole school/classroom attendance will be monitored with fidelity. Strategies and interventions will be put in place to decrease tardies and improve daily attendance of students. Academic and Student Services staff are in place during and after school for students and parents to build relationships, to meet academic, emotional and physical needs. A parent liaison is present to meet with families regularly at school and for home visits, assess and support needs of the families. Community connections are made available to support students and families with food, clothing and mentoring. Consultation with district Mental Health Counselors are available for ongoing support.

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.

The school/teachers will provide monthly opportunities for families to engage in activities that will enhance the learning of the students and communicate student progress to their families.

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; Field trip 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.

Burney partners with Plant City High School. Several of the clubs work with our students at school during our quarterly Bronco Bash. Three local churches send members to work with our students individually as mentors to increase their attendance, motivation and academics. Several churches support Burney through money, food and clothing donations regularly. Snacks and meals are provided for the staff at preplanning and special events.

Part V: Budget

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

1	III.A.	Areas of Focus: Create a Culture of High Expectations for Learning				\$168,710.58
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	120-Classroom Teachers	0641 - Burney Elementary School	UniSIG	1.0	\$41,875.87	
<i>Notes: Math Resource Teacher</i>						
5100	210-Retirement	0641 - Burney Elementary School	UniSIG		\$3,546.89	
<i>Notes: 8.47% Math Resource Teacher</i>						
5100	220-Social Security	0641 - Burney Elementary School	UniSIG		\$2,596.30	
<i>Notes: 6.2% Math Resource Teacher FICA</i>						
5100	220-Social Security	0641 - Burney Elementary School	UniSIG		\$607.20	
<i>Notes: 1.45% Math Resource Teacher Medicare</i>						
5100	230-Group Insurance	0641 - Burney Elementary School	UniSIG		\$7,412.03	
<i>Notes: 17.7% Math Resource Teacher</i>						
5100	240-Workers Compensation	0641 - Burney Elementary School	UniSIG		\$213.57	
<i>Notes: .51% Math Resource Teacher</i>						
5100	120-Classroom Teachers	0641 - Burney Elementary School	UniSIG	1.0	\$41,875.87	
<i>Notes: Behavior Specialist</i>						
5100	210-Retirement	0641 - Burney Elementary School	UniSIG		\$3,546.89	
<i>Notes: 8.47% Behavior Specialist</i>						
5100	220-Social Security	0641 - Burney Elementary School	UniSIG		\$2,596.30	

			<i>Notes: 6.2% Behavior Specialist FICA</i>		
5100	220-Social Security	0641 - Burney Elementary School	UniSIG		\$607.20
			<i>Notes: 1.45% Behavior Specialist Medicare</i>		
5100	230-Group Insurance	0641 - Burney Elementary School	UniSIG		\$7,412.03
			<i>Notes: 17.7% Behavior Specialist</i>		
5100	240-Workers Compensation	0641 - Burney Elementary School	UniSIG		\$213.57
			<i>Notes: .51% Behavior Specialist</i>		
5100	510-Supplies	0641 - Burney Elementary School	UniSIG		\$1,613.20
			<i>Notes: (450) Grade level math flash cards for students \$80@\$2.59 ea. =207.20 80@3.80 ea=\$304.00 90@3.80. ea=342.00 130@\$3.80 ea =494.00 70@3.80ea=266.00 1303.80-ea@ These additional math manipulatives will support the math curriculum through guided activities to promote basic fact knowledge. Quote available.</i>		
5100	520-Textbooks	0641 - Burney Elementary School	UniSIG		\$1,370.00
			<i>Notes: (200) Cal CAL2800RD Headset @\$6.85= \$1370 Quote available.</i>		
5100	510-Supplies	0641 - Burney Elementary School	UniSIG		\$4,791.85
			<i>Notes: Classroom Supplies-Bulletin board paper, copy paper, pencils, glue sticks, binders, notebooks, anchor charts, markers, paper, etc. Quote Available Materials to meet the need of students' every day learning.</i>		
5100	519-Technology-Related Supplies	0641 - Burney Elementary School	UniSIG		\$855.50
			<i>Notes: (25)computer switches \$34.22=\$855.50. Quote available.</i>		
5100	644-Computer Hardware Non-Capitalized	0641 - Burney Elementary School	UniSIG		\$5,304.00
			<i>Notes: (8) HP Laptop 840 Touch Screen \$663.00=\$5304.00 Quote available.</i>		
5100	644-Computer Hardware Non-Capitalized	0641 - Burney Elementary School	UniSIG		\$600.00
			<i>Notes: Add CASA (8) @\$75.00= \$600.00</i>		
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0641 - Burney Elementary School	UniSIG		\$4,186.00
			<i>Notes: (14) Recordex Document Scanner @\$299.00= \$4186; Quote available.</i>		
6400	310-Professional and Technical Services	0641 - Burney Elementary School	UniSIG		\$9,000.00
			<i>Notes: Kagan Professional Development @ school for staff (40 participants) Cooperative Learning Day 1- \$3000.00 - Teachers learn to use simple but powerful; cooperative learning instructional Strategies. Cooperative Learning Day 2- Lesson Planning session=\$3000.00- Teachers learn how to make the standards come alive by learning to plan lessons that build students speaking and listening skills and engage students in collaborative discussions. Coaching session=\$3000.00 - Teachers receive specific and immediate feedback as they teach. Quote available.</i>		
6400	510-Supplies	0641 - Burney Elementary School	UniSIG		\$3,857.20

			<i>Notes: Kagan strategy products for classes, Kagan PD books, Cooperative Learning books, Workbooks, Action Plans and Engagement Software Quote available.</i>		
6300	390-Other Purchased Services	0641 - Burney Elementary School	UniSIG		\$9,659.52
			<i>Notes: Substitutes for Data Days with grade level teams 6 subs/month for 6 months-\$134.16/day = \$9659.52 Teachers will come together to analyze and review data, making the necessary adjustments to their lesson plans.</i>		
6300	120-Classroom Teachers	0641 - Burney Elementary School	UniSIG		\$4,050.00
			<i>Notes: Grade Level Planning with academic and behavioral coach (30) teachers @\$35.00/4 hours= \$4050.00</i>		
5100	120-Classroom Teachers	0641 - Burney Elementary School	UniSIG		\$7,992.00
			<i>Notes: Saturday School 4 teachers @\$27.00 / 4 hours = \$432.00 for 6 days \$2592.00; Additional ELP daytime teachers 2 teachers@\$27.00 / 200 hours=\$5400.00</i>		
6400	510-Supplies	0641 - Burney Elementary School	UniSIG		\$925.00
			<i>Notes: (25)Teacher Clarity Playbook by Corwin Literacy \$24.95=\$467.75 (25)Reading Conferences by Jennifer Serravallo \$24.38=\$457.25 each Teachers will meet weekly to engage in a book study to enhance instruction in their classroom.</i>		
6300	210-Retirement	0641 - Burney Elementary School	UniSIG		\$343.04
			<i>Notes: Grade Level Planning with academic and behavioral coach (30) teachers @\$35.00/4 hours= \$4050.00</i>		
6300	220-Social Security	0641 - Burney Elementary School	UniSIG		\$251.10
			<i>Notes: FICA - Grade Level Planning with academic and behavioral coach (30) teachers @\$35.00/4 hours= \$4050.00</i>		
6300	220-Social Security	0641 - Burney Elementary School	UniSIG		\$58.73
			<i>Notes: Medicare - Grade Level Planning with academic and behavioral coach (30) teachers @\$35.00/4 hours= \$4050.00</i>		
6300	240-Workers Compensation	0641 - Burney Elementary School	UniSIG		\$20.66
			<i>Notes: Grade Level Planning with academic and behavioral coach (30) teachers @\$35.00/4 hours= \$4050.00</i>		
5100	210-Retirement	0641 - Burney Elementary School	UniSIG		\$676.92
			<i>Notes: Saturday School 4 teachers @\$27.00 / 4 hours = \$432.00 for 6 days \$2592.00; Additional ELP daytime teachers 2 teachers@\$27.00 / 200 hours=\$5400.00</i>		
5100	220-Social Security	0641 - Burney Elementary School	UniSIG		\$495.50
			<i>Notes: FICA - Saturday School 4 teachers @\$27.00 / 4 hours = \$432.00 for 6 days \$2592.00; Additional ELP daytime teachers 2 teachers@\$27.00 / 200 hours=\$5400.00</i>		
5100	220-Social Security	0641 - Burney Elementary School	UniSIG		\$115.88
			<i>Notes: Medicare - Saturday School 4 teachers @\$27.00 / 4 hours = \$432.00 for 6 days \$2592.00; Additional ELP daytime teachers 2 teachers@\$27.00 / 200 hours=\$5400.00</i>		
5100	240-Workers Compensation	0641 - Burney Elementary School	UniSIG		\$40.76

	<i>Notes: Saturday School 4 teachers @\$27.00 / 4 hours = \$432.00 for 6 days \$2592.00; Additional ELP daytime teachers 2 teachers@\$27.00 / 200 hours=\$5400.00</i>
	Total: \$173,234.88