

Hillsborough County Public Schools

# Graham Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Graham Elementary School

2915 N MASSACHUSETTS AVE, Tampa, FL 33602

[ no web address on file ]

## Demographics

**Principal: Eric Felder**

Start Date for this Principal: 6/24/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (46%) 2017-18: D (40%) 2016-17: C (44%) 2015-16: D (34%) 2014-15: D (40%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	TS&I

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Graham Elementary School

2915 N MASSACHUSETTS AVE, Tampa, FL 33602

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

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

Teach, Learn and and Commit for Lifelong Success

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

Educating the Head, Heart, and Hands

### 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
Spires, Carisa	Principal	Leader of the School Academics, Safety and Culture

### 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	46	48	71	53	53	55	0	0	0	0	0	0	0	326
Attendance below 90 percent	8	11	7	10	7	5	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	1	3	0	0	0	0	0	0	0	0	4
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	7	25	10	0	0	0	0	0	0	0	42

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	3	14	20	12	15	0	0	0	0	0	0	0	64

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

20

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

Tuesday 10/15/2019

**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	20	15	8	13	11	6	0	0	0	0	0	0	0	73
One or more suspensions	1	3	12	8	6	7	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	0	34	26	0	0	0	0	0	0	0	0	60
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	1	1	14	10	8	0	0	0	0	0	0	0	34

**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	20	15	8	13	11	6	0	0	0	0	0	0	0	73
One or more suspensions	1	3	12	8	6	7	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	0	34	26	0	0	0	0	0	0	0	0	60
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	1	1	14	10	8	0	0	0	0	0	0	0	34

**Part II: Needs Assessment/Analysis****School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	52%	57%	26%	52%	55%
ELA Learning Gains	51%	55%	58%	50%	55%	57%
ELA Lowest 25th Percentile	64%	50%	53%	52%	51%	52%
Math Achievement	37%	54%	63%	30%	53%	61%



School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	50%	57%	62%	53%	54%	61%
Math Lowest 25th Percentile	63%	46%	51%	64%	46%	51%
Science Achievement	26%	50%	53%	35%	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	46 (0)	48 (0)	71 (0)	53 (0)	53 (0)	55 (0)	326 (0)
Attendance below 90 percent	8 (20)	11 (15)	7 (8)	10 (13)	7 (11)	5 (6)	48 (73)
One or more suspensions	0 (1)	0 (3)	0 (12)	1 (8)	3 (6)	0 (7)	4 (37)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (34)	0 (26)	0 (0)	0 (60)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (0)	25 (0)	10 (0)	42 (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	16%	52%	-36%	58%	-42%
	2018	30%	53%	-23%	57%	-27%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	33%	55%	-22%	58%	-25%
	2018	31%	55%	-24%	56%	-25%
Same Grade Comparison		2%				
Cohort Comparison		3%				
05	2019	30%	54%	-24%	56%	-26%
	2018	20%	51%	-31%	55%	-35%
Same Grade Comparison		10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	54%	-15%	62%	-23%
	2018	27%	55%	-28%	62%	-35%
Same Grade Comparison		12%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	30%	57%	-27%	64%	-34%
	2018	31%	57%	-26%	62%	-31%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
05	2019	34%	54%	-20%	60%	-26%
	2018	18%	54%	-36%	61%	-43%
Same Grade Comparison		16%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	51%	-28%	53%	-30%
	2018	33%	52%	-19%	55%	-22%
Same Grade Comparison		-10%				
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	3	41	64	13	56	69	9				
ELL	45			55							
BLK	26	50	68	34	46	50	19				
HSP	30	54		40	54						
FRL	27	51	67	37	48	61	26				
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	9	35		3	35	30	10				
BLK	26	42	45	23	45	59	29				
HSP	36			50	60						
FRL	28	40	48	28	45	55	33				
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	8	39	43	10	48	54	15				
ELL	15			31							
BLK	23	42	38	30	56	61	36				
HSP	33	69		29	50		40				
FRL	24	48	50	29	52	62	32				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	42
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.**

2019:  
16% of 3rd ELA scored Proficiency  
10 out of 13 3rd grade detainees made learning gains

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

2019:  
3rd Grade Reading Proficiency went from 30% to 16%  
RE: Teacher Attendance/no 2nd Grade Retention to support research

**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.**

2018:

5th Grade math School: 18%, State: 61%; a difference of 43%

RE: Self contained (planning), non math coach, curriculum used as resource

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

2018:

BQ Reading: School, 48%; State, 48%

BQ Math: School, 55%; State 47%

Identified BQ, Data Chats

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

1. Attendance

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

1. School Culture

2.

3.

4.

5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Learning Culture (including instructional infrastructure and SEL)
<b>Rationale</b>	Teachers indicated a need for boosting morale, impacting student engagement (PBIS survey), iReady data indicating low proficiency in ELA, increased number of behavior issues, need to implement additional procedures and systems
<b>State the measurable outcome the school plans to achieve</b>	FSA Data (continue to increase proficiency in order to remain a C or better), Increase EWS data over last year
<b>Person responsible for monitoring outcome</b>	Sharron Doyle (sharron.doyle@sdhc.k12.fl.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Supported planning</li> <li>2. Increased attendance for both students and teachers</li> <li>3. PBIS Foundations</li> <li>4. Team building to strengthen relationships among and between students, staff, parents</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Supported planning focused on rigor of standards; consistent teacher attendance positively impacts student learning, as does consistent student attendance; PBIS to support systematic and consistent behavior interventions; team building to build overall school morale and learning culture
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1a. Standards-based planning and instruction, supported by coaches, planning in PLCs</li> <li>1b. Reading instruction (strategies) in all subjects</li> <li>1c. Data walls for tracking student data</li> <li>1d. Master schedule to allow for common planning time - 1 hour/week for ELA, 1 hour/week math</li> <li>1e. Expectations for planning time</li> <li>1f. EL (curriculum) for ELA instruction</li> <li>1g. Extra planning (iReady 45mins/wk per subject) and extended learning opportunities</li> <li>1h. Data chats with administration monthly (per teacher)</li> <li>1i. Plan and integrate strategies of prior knowledge, discussion, and/or feedback into lessons supported by content coaches</li> <li>1j. CIM (monitoring)</li> <li>1k. Book study on "High Leverage Strategies"</li> <li>2a. Monthly recognition for perfect attendance (students and teachers)</li> <li>2b. Continue CHAMPS and PBIS on buses</li> <li>2c. Home visits to support behavior and attendance issues</li> <li>2d. Based on last year's attendance, meet with parents at the start of the year</li> <li>2e. Teacher retreat at end of year to celebrate all with 90%+ attendance</li> <li>3a. Utilize system for monitoring PBIS rewards (excel, software)</li> <li>3b. PD for staff re: PBIS and CHAMPS</li> <li>3c. PBIS team meet biweekly to plan, collect data, reflect</li> <li>3d. PBIS team to implement weekly lessons in school-wide procedures</li> <li>3e. CHAMPS posters make-and-take</li> <li>4a. School-wide restorative practices daily for first 10 minutes of school day</li> </ol>

- 4b. PD related to restorative practices
- 4c. Parent/student dances
- 4d. After-school clubs based on student interests (art, music, PE, etc.)
- 4e. Ice breakers included in weekly faculty meetings
- 4f. Team building events for staff (BUNCO night, pot lucks, gift cards, lunches on conference night, welcome back breakfast, etc)
- 4g. Student team competition (bottom quartile groups)

**Person  
Responsible**

Sharron Doyle (sharron.doyle@sdhc.k12.fl.us)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

One-on-one conferencing with teachers; pair new teachers with Graham veterans. We are doing discussion techniques to involve students to be able to explain their environment, including the ESE students that are fused into the classroom. This will further enhance their ability to verbally communicate with other regarding current topics of classroom discussion that are standards- based.

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

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

#### PFEP Link

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

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

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

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation

requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

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

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

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

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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

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

Analyze student outcomes and make data-driven decisions:

- What is the problem?
- Why is it occurring?
- What are we going to do about it?
- Is it working?

Assess the implementation of the SIP:

- Does the data show positive student growth?
- Are we making progress toward the SIPs intended outcomes?
- What can we do to sustain what's working?
- What barriers to implementation are we facing?
- What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

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



Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/ specialists, PLC liaisons, others as needed

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

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

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

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: Learning Culture (including instructional infrastructure and SEL)				\$442,190.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1761 - Graham Elementary School	Title, I Part A	4.0	\$250,000.00
			<i>Notes: Content Coaches</i>			
			1761 - Graham Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: Student agendas</i>			
			1761 - Graham Elementary School	Title, I Part A		\$19,200.00

			<i>Notes: PD for PBIS, CHAMPs, Content (T-Payroll) - Workshop pay (40 teachers): 400 hours for PBIS, 400 hours for CHAMPs, 400 hours for content (x\$16 per hour)</i>		
			1761 - Graham Elementary School	Title, I Part A	\$2,650.00
			<i>Notes: T-Payroll for home visits; 2 hours x 40 teachers x \$32</i>		
			1761 - Graham Elementary School	Title, I Part A	\$2,000.00
			<i>Notes: PD supplies to support data wall, CIMS, book study</i>		
			1761 - Graham Elementary School	Title, I Part A	\$2,000.00
			<i>Notes: Classroom supplies to support iReady lesson, PBIS rewards, CHAMPs posters (ink, toner, paper, laminating film)</i>		
			1761 - Graham Elementary School	Title, I Part A	\$1,400.00
			<i>Notes: Software to support PBIS</i>		
			1761 - Graham Elementary School	Title, I Part A	\$1,200.00
			<i>Notes: Substitute Days (12 @\$100) to support data chats with teachers</i>		
			1761 - Graham Elementary School	Title, I Part A	\$5,120.00
			<i>Notes: Pre-pre-planning to support standards-based planning, data analysis (40 teachers x 8 hours x \$16)</i>		
			1761 - Graham Elementary School	Title, I Part A	\$1,920.00
			<i>Notes: Planning time for extended learning opportunities (4 hours x 15 teachers x \$32)</i>		
			1761 - Graham Elementary School	Title, I Part A	\$15,000.00
			<i>Notes: Teacher Retreat (to include accommodations, transportation and activities)</i>		
			1761 - Graham Elementary School	Title, I Part A	\$1,000.00
			<i>Notes: Tech supplies - headphones, speakers</i>		
			1761 - Graham Elementary School	Title, I Part A	2.0 \$30,000.00
			<i>Notes: two title one aide positions to support instructional</i>		
			1761 - Graham Elementary School	Title, I Part A	\$1,000.00
			<i>Notes: Student Competitive Group Supplies</i>		
			1761 - Graham Elementary School	Title, I Part A	\$1,000.00
			<i>Notes: Team Building Supplies</i>		
			1761 - Graham Elementary School	Title, I Part A	\$2,000.00
			<i>Notes: Supplies for Perfect Attendance Recognition</i>		

			1761 - Graham Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: After School clubs</i>			
			1761 - Graham Elementary School	Title, I Part A		\$100,000.00
			<i>Notes: EL Curriculum</i>			
			1761 - Graham Elementary School	Title, I Part A		\$1,800.00
			<i>Notes: CIM Monitoring (Grade Level Rep) (6 Grade Level Reps X \$300)</i>			
			1761 - Graham Elementary School	Title, I Part A		\$2,400.00
			<i>Notes: Planning/PLCs for Data Walls, CIMs, and Common Schedules</i>			
<b>Total:</b>						<b>\$442,190.00</b>