Miles Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Miles Elementary School

317 E 124TH AVE, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Carla Nolan

Start Date for this Principal: 6/9/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: D (39%) 2016-17: C (43%) 2015-16: F (25%)
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.](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.

Table of Contents

Miles Elementary School

317 E 124TH AVE, Tampa, FL 33612

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

To provide the skills for each student to become a successful learner.

Provide the school's vision statement.

Success for Every Child.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Hodges, Joshua	Principal	Lead the school vision, instructional leader, HR manager, facilities manager, and all other aspects of running a school.

Demographic Information

Principal start date
Tuesday 6/9/2020, Carla Nolan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

Total number of teacher positions allocated to the school
52

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: D (39%) 2016-17: C (43%) 2015-16: F (25%)
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](#).	

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	136	134	106	166	121	143	0	0	0	0	0	0	0	806
Attendance below 90 percent	35	25	27	23	15	20	0	0	0	0	0	0	0	145
One or more suspensions	4	6	1	9	6	10	0	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	23	41	46	0	0	0	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	21	53	52	0	0	0	0	0	0	0	126

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	3	0	20	34	36	0	0	0	0	0	0	0	97

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	1	1	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	4	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 6/9/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	29	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	4	2	0	0	0	0	0	0	0	0	6

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	
Number of students enrolled	138	126	152	159	156	141	0	0	0	0	0	0	0	872
Attendance below 90 percent	32	31	46	28	33	31	0	0	0	0	0	0	0	201
One or more suspensions	7	7	16	11	17	20	0	0	0	0	0	0	0	78
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	84	65	72	0	0	0	0	0	0	0	221

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	5	4	1	22	24	33	0	0	0	0	0	0	0	89

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	29	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	4	2	0	0	0	0	0	0	0	0	6

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%	30%	52%	55%
ELA Learning Gains	46%	55%	58%	43%	55%	57%
ELA Lowest 25th Percentile	45%	50%	53%	49%	51%	52%
Math Achievement	26%	54%	63%	32%	53%	61%
Math Learning Gains	36%	57%	62%	57%	54%	61%
Math Lowest 25th Percentile	33%	46%	51%	63%	46%	51%
Science Achievement	31%	50%	53%	26%	48%	51%

	EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(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.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	24%	52%	-28%	58%	-34%	
	2018	28%	53%	-25%	57%	-29%	
Same Grade Comparison		-4%					
Cohort Comparison							
04	2019	30%	55%	-25%	58%	-28%	
	2018	29%	55%	-26%	56%	-27%	
Same Grade Comparison		1%					
Cohort Comparison		2%					
05	2019	26%	54%	-28%	56%	-30%	
	2018	26%	51%	-25%	55%	-29%	
Same Grade Comparison		0%					
Cohort Comparison		-3%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	24%	54%	-30%	62%	-38%	
	2018	28%	55%	-27%	62%	-34%	
Same Grade Comparison		-4%					
Cohort Comparison							
04	2019	26%	57%	-31%	64%	-38%	
	2018	35%	57%	-22%	62%	-27%	
Same Grade Comparison		-9%					
Cohort Comparison		-2%					
05	2019	19%	54%	-35%	60%	-41%	
	2018	31%	54%	-23%	61%	-30%	
Same Grade Comparison		-12%					
Cohort Comparison		-16%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	26%	51%	-25%	53%	-27%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	33%	52%	-19%	55%	-22%
Same Grade Comparison	-7%					
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	12	46	48	13	35	31	7				
ELL	26	43	33	27	35	27	22				
BLK	26	56	65	13	34	52	32				
HSP	29	42	38	29	36	23	28				
MUL	38			46							
WHT	32	56		33	42		33				
FRL	29	46	45	26	36	33	31				
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	20	39	20	23	32	8	31				
ELL	27	53	46	34	48	41	32				
BLK	23	42	42	19	30	24	23				
HSP	30	48	41	37	50	48	36				
MUL	47	50		47	50						
WHT	41	50		46	48		53				
FRL	31	48	44	34	45	37	39				
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	5	31	29	16	42	33	5				
ELL	24	40	48	32	59	64	11				
BLK	27	39	53	23	47	61	30				
HSP	28	45	45	32	61	68	22				
MUL	46	60		38	50						
WHT	39	24		54	65						
FRL	30	42	49	32	57	63	26				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	38
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	61
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The lowest component in 2019 was in Math Achievement. In 2018 the biggest drop was in Math gains and BQ gains, although proficiency across the school saw a 20 point jump. In 2019, the school lost its 1/2 time math coach and 3 ELL paras due to budget cuts, and the ELL students and overall Math proficiency suffered. Since proficiency climbed in 2018 to levels higher than they were when the school received the C in 2017, a plan was put into place to focus on our BQ. Unfortunately, our BQ is comprised mostly of ELL and ESE students. Without the extra support we struggled to successfully meet their specific needs, although our black subgroup in the BQ performed well. This focus on the BQ may have led to less focus on the overall proficiency, which explains why that dropped.

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

The lowest component in 2019 was in Math Achievement. In 2018 the biggest drop was in Math gains and BQ gains, although proficiency across the school saw a 20 point jump. In 2019, the school lost its 1/2 time math coach and 3 ELL paras due to budget cuts, and the ELL students and overall Math proficiency suffered. Since proficiency climbed in 2018 to levels higher than they were when the school received the C in 2017, a plan was put into place to focus on our BQ. Unfortunately, the BQ is comprised mostly of ELL and ESE students. Without the extra support it was a struggle to successfully meet their specific needs, although our black subgroup in the BQ performed well. This focus on the BQ may have led to less focus on the overall proficiency, which explains why that dropped. Miles is overcrowded, topping out at 915 students at one point last year, with about 200 homeless or in transition. We are also a very transient school. In Math, it was difficult for the 1 Math coach to support the size of our school alone, given that students transferred in and out all year at different levels. Many of those students are ELL at varying degrees of English proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement had the greatest gap between Miles' performance and the state performance. This trend exists in Math gains and in the BQ for Math as well. Miles is overcrowded, topping out at 915 students at one point last year, with about 200 homeless or in transition. We are also a very transient school. In Math, it was difficult for
1 Math coach to support the size of our school alone, given that students transferred in and out all year at different levels. Many of those students are ELL at varying degrees of English proficiency. When the school earned a, C it had 2.5 Math coaches and 6 ELL paras to support our students. Last year we were down to 1.0 Math Coaches and 3 ELL paras, which greatly impacted our ability to support both teachers and students effectively.

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

The BQ in ELA showed a little growth. A focus on ELA planning was instituted.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our Black subgroup under-performed in Math achievement, as did our ESE subgroup; however, the biggest concern is the large drops in performance of our ELL students from 2018 across every component.

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

1. Academic Proficiency
2. Behavior Management
3. Parent involvement
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Instructional practice dictates most, if not all, aspects of school learning. Within a class, the instructional practice is what drives student learning directly. A focus on instructional practice will have a positive impact on proficiency and learning gains. A focus on instructional practices will take place through careful planning. Planning will focus on understanding what the standard is asking, selecting texts and tasks that match the standard, and analyzing the data once the standard has been assessed. These planning sessions will incorporate strategies and monitor the data for the ESSA subgroups: Black, White, Hispanic, SWD, ELL, and Economically Disadvantaged students. This focus was chosen after considering student formative learning data, iReady results, planning sessions, and observations. Lessons must include more rigor and the expectations of students must rise if we are to become a high performing school. Walkthroughs indicated that while the appropriate standards were being taught, the performance tasks lacked an appropriate level of rigor.
Measurable Outcome:	By October 2020, at least 80% of teacher will provide opportunities for students to engage in standards-aligned tasks according to observation and/or walkthrough data. By December 2020, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks according to observation and/or walkthrough data. Common assessment data in ELA will show 45% of students performing at or above proficiency. Common assessment data in Math will show 45% of students performing at or above proficiency. Common assessment data in Science will show 50% of students performing at or above proficiency.
Person responsible for monitoring outcome:	Joshua Hodges (joshua.hodges@hcps.net)
Evidence-based Strategy:	PLC planning sessions will be planned around the belief of the things that matter most to student learning: The best research shows that students will perform at very high levels if 1) expectations are high for all students; 2) all students are exposed to a demanding, well-conceived curriculum; 3) assessments are designed to measure the full range of higher-order thinking skills and other cognitive and non-cognitive qualities now demanded of adults; and 4) teachers have a deep, conceptually grounded command of their subjects and work in an environment characteristic of the best professional workplaces globally (including the incentives to get better at their work, every day, week, and year). Cited by NISL course 1. Planning sessions for all subjects will incorporate the same concepts with the goal to increase lesson rigor, student engagement, and student expectations. Planning sessions will dissect the standard, selection of materials/texts/technology to be used in the lesson, resources, support from other school personnel, and matching the performance tasks to the standard level. The task results will give teachers a true indication of student mastery and will guide next steps for individual students. Other items that will be discussed during planning include the use of technology and ELL interventions.
Rationale for Evidence-	There are many resources to constantly choose from. Teachers of varying experience and expertise exist on each grade level. During walk-throughs, a lack of consistency and rigor was noted in all grade levels. Students reside in different academic levels. When

based Strategy: considering the numerous needs among students and staff, a focus on planning will ensure the proper resources are being used, teachers are supported as needed, students are having lessons planned with them specifically in mind, that technology is being leveraged as intended, a structured planning protocol will benefit most aspect of instructional delivery.

Action Steps to Implement

Schedule for grade level planning and data days to occur for ELA, Math, and Science. Ensure attendance by all appropriate stakeholders. These planning sessions will incorporate strategies and monitor data for the ESSA subgroups: Black, White, Hispanic, SWD, ELL, and Economically Disadvantaged students.

1. VE teachers, ELL teacher and ELL paras are included in schedule, allowing them to participate.
2. Coverage for classroom teachers is scheduled and provided.
3. Attendance is recorded on protocol instrument.
4. T-Payroll is submitted if required for planning sessions.
5. Admin attends PLC as scheduled and available.

Monitoring: a schedule will be produced. Admin will review protocols for attendance and notes.

Person Responsible Tracy Crothers (tracy.crothers@sdhc.k12.fl.us)

Content protocols for ELA, Math, and Science planning will be created-step by step process to guide planning.

1. A map/guide of available resources and their intended purpose will be created. This map will guide teachers in understanding the target audience and purpose for each resource.
2. Admin and the resource team will create a protocol to be used at each grade level planning.
3. Protocol will lead PLC through areas required for proper lesson planning. Protocol will include data results of previous standards taught, trends, standards currently being taught, a timeline for teaching, materials/manipulatives/resources/texts to be used, performance task at appropriate rigor planned, and ELL/VE strategies in lessons.
4. Data for the ESSA subgroups: Black, White, Hispanic, SWD, ELL, and Economically Disadvantaged students will be monitored.

Monitoring: Protocols will be collected and submitted to admin once planning session is concluded.

Person Responsible Joshua Hodges (joshua.hodges@hcps.net)

Data will be analyzed during PLC Planning. This data is in addition to data secured by teachers. Formative data, i-Ready data, etc... will be collected for planning sessions.

1. Resource teachers will lead the PLC sessions and data review.
2. Teachers will bring evidence of class based student learning to PLC.
3. Other evidence will be provided by admin, such as formative data.
4. Data will be reviewed through a systematic approach. Trends will be identified.
5. All students will be reviewed with an emphasis on BQ, below level, ESE, ELL, Black, White, Hispanic, and Economically Disadvantaged students.
6. Next steps will be identified and an action plan created.

Monitoring: Data will be collected on created protocols. Protocols will be submitted weekly to admin.

Person Responsible Joshua Hodges (joshua.hodges@hcps.net)

Data days to follow progress monitoring assessment pieces.

1. Data will be collected following formatives, i-Ready diagnostics, and other district planned monitoring pieces.
2. Substitute teachers will be utilized to cover classroom teachers while they convene a PLC and analyze the data over a two-three hour period.
3. Coaches will assist in data break down and with the planning of next steps.
4. Teachers will leave the session with an action plan for reteaching needed concepts.

Monitoring-Admin will attend the data day session to monitor and add input to the planning. Action plans will be collected. Walkthroughs will monitor the reteaching taking place in classrooms.

Person Responsible Joshua Hodges (joshua.hodges@hcps.net)

Planning and support for ELL students.

1. Teachers will be trained for implementation of the Reading Eggs software program. This program supports LYA and LYB students.

2. Teachers will be using the ELL Resource Toolbox book during content planning. This books will guide selection of strategies. This strategies selected also benefit BQ, below level, ESE, Black, White, Hispanic, and Economically Disadvantaged students.

3. Teachers will be trained on the Elevation software program. This program supports ELL students.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Behavior Management-we saw large decreases in student referrals for 2019-2020. To maintain this trend, a renewed focus on PBIS and CHAMPS will take place. Our new RTI teacher in coordination with the guidance counselors have planned time to do teacher trainings. Fidelity checks through classroom visits will monitor for implementation. The PBIS team has selected topics and resources for classroom lessons. These lessons will focus on SEL for our students. Increased monitoring of high traffic area, such as the cafeteria will take place.

2. Parent Involvement- Parents will be engaged with during car lines, open houses, and walk up. The purpose of these early interactions will be to welcome parents but to also informally survey them regarding topics of interest for them. We have had success engaging our Spanish speaking families with the purpose of language acquisition. We hope to continue with those efforts. Teachers will survey their families for needs as well. This will give us a platform to work from.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Recognizing that parents must have trust in their child's teacher, teachers receiving training regarding the types of communication parents find most productive, the mode of communication, and the frequency of communication. Students are encouraged to be a part of this communication.

The school reaches out to parents in various ways. Newsletters are emailed. Text messages are sent to families regarding important dates or events. Evening events are hosted frequently, which encourages families to visit our campus.

We have plans to host registration events at nearby apartment complexes. These events will accept student registrations as well as introducing the families to school personnel. Additionally, admin will reach out to parents in car lines and walk up line to solicit opportunities of feedback and parent participation.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				$358,385.74
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	3041 - Miles Elementary School	UniSIG	1.0	$64,000.09
			Notes: Reading Coach-Grades 3-5 will have weekly planning sessions. 3rd grade on Monday, 4th grade on Tuesday and 5th grade on Thursday. K-2 will have planning sessions every other week. Kindergarten on Wed, 1st grade on Monday, and 2nd grade on Thursday. Coach will conduct coaching cycles with ELA teachers. Teachers new to ELA will receive bi-weekly support in the form of observing a modeled lesson taught by the coach, being observed by the coach with support as needed, and just being observed for feedback by the coach. Teachers will be identifed and tiered by three levels of effectiveness (high, mid, and low). Teachers identified as needing more support(low) will receive bi-weekly coaching cycles following the same model as new teachers. Teachers needing mid support (mid) will do a mix of observing a modeled lesson and being coached on an observered lesson monthly. The most effective teachers (high) will be supported through planning. The coach will coordinate and plan bi-weekly PD sessions. This PD sessions will last less than one hour. They will take place every other Tuesday and will occur two times a month. The first PD session will take place for K-2 teachers while the 2nd will take place for grades 3-5 teachers. The topics will include relevant strategies and content discussed by the reading department during the monthly reading coach trainings. Coach will instruct small groups. These students will be identified by grade level teachers and will take place during MTSS time. Targeted				

						students will include those that are below level and/or tier 3). A total of 33 teachers will be impacted. Start date will be 7/1/2020. End date will be 6/30/2021.
	6400	130-Other Certified Instructional Personnel	3041 - Miles Elementary School	UniSIG	1.0	$46,200.21
			Notes: Reading Coach-Grades will support K-2 teachers and previously retained 3rd-5th grade students . The data shows that our primary students struggle with phonics and reading comprehension. The coach will model lessons, strategies, as well as support struggling retained students.			
	5100	150-Aides	3041 - Miles Elementary School	UniSIG	1.0	$17,873.73
			Notes: Para will be used to support behaviors, small group instruction, and parent communication. This para will support our 130 kindergartner. Small group lessons will occur daily. Para will support with parent communication and behavior interventions. Start date will be 7/1/2020. End date will be 6/30/2021.			
	5100	150-Aides	3041 - Miles Elementary School	UniSIG	1.0	$17,163.72
			Notes: Para will be used to support behaviors, small group instruction, and parent communication. This para will support grades 1-5. Small group lessons will occur daily. Para will support with parent communication and behavior interventions. Start date will be 7/1/ 2020. End date will be 6/30/2021.			
	5100	539-Technology-Related Periodicals	3041 - Miles Elementary School	UniSIG		$6,750.71
			Notes: The Scholastic News subscriptions provide 20 issues of Non-fiction texts per students. The Storyworks magazine comes in 6 issues and it covers several genres. These texts are relevant, current, and are aligned to current standards. Teachers will utiltize the texts within their daily instruction, both whole group and in small group. The Storyworks subscription comes with an online feature allowing virtual access as well as materials that support learning. Grade 3 needs 140 subscriptions, Grade 4 needs 165, and Grade 5 needs 120. Price for Storyworks is $8.49 per subscription and Scholastic News is $5.95. Shipping and handling is plus 10% for each.			
	5100	510-Supplies	3041 - Miles Elementary School	UniSIG		$18,000.00
			Notes: There are a total of 60 instructional units on campus at $300 each. Estimated cost will be $18000. Supplies to include: pencils, pens, binder clips, expo markers, index cards, folders, page protectors, tab dividers, colored pencils, rulers, erasers, permanent markers, lamination rolls, ink, rolls of poster paper and butcher paper, copy paper, post it notes, markers, highlighters, binders, toner, notebooks, notebook paper, scissors, chart paper, glue, glue sticks, crayons, composition books, construction paper, sentence strips, tape.			
	5100	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		$20,000.00
			Notes: T-Payroll for tutoring-Students will receive tutoring based on needs. 180 students in grades 3-5 identified below level in ELA, math, and science will be targeted for tutoring. Tutoring will take place after school on Mondays (1:00-3:00), Wednesday (2:00-3:00), and Thursdays (2:00-3:00). Planning for 300 after school hours to take place October through end of April. Saturday Academies taking place on March 5 and 26 as well as April 2, 9, 16, and 23. 3 hours each Saturday.			
	5100	539-Technology-Related Periodicals	3041 - Miles Elementary School	UniSIG		$32,949.30
			Notes: Purchase Scholastic Nonfiction Short Reads for grades 3-5 and Story Works/ Scholastic Non-fiction subscription. These books provide short nonfiction texts that will support reading and science instruction. They will be used with students in grades 3-5, impacting about 400 students.			
	5100	539-Technology-Related Periodicals	3041 - Miles Elementary School	UniSIG		$3,200.00
			Notes: Subscriptions for Science: Science A to Z and Scholastic SuperScience Magazine-These Scholastic SuperScience subscription ($7.49 per student) will be used for 130 students in grade 5. They are nonfiction texts and focus on science concepts. They come with teacher resources and online resources. It provides 8 issues per student. The Science A			

				to Z is a teacher subscription and 20 subscriptions are needed at $104.95 each. This resource provides Hands-On science lessons and experiments for kids. They promote inquiry based learning. They are relevant, current, and are aligned to current standards.		
	5100	510-Supplies	3041 - Miles Elementary School	UniSIG		$8,306.94
			Notes: Items needed for science instruction include growing gators, weather watcher thermometers, hands lens, forceps, tape measures, stopwatches, scales, graduated cylinders, eye droppers, mirrors, flashlights, solar race cars, soldering irons, glue guns, five senses/sound kits, sink and float kits, magnets, rocks, UV beads, owl pellets, tuning forks, batteries, bins. These materials will support the entire school population and be used K-5.		
	5100	644-Computer Hardware Non-Capitalized	3041 - Miles Elementary School	UniSIG		$32,895.00
			Notes: i-Pads-Continue movement towards 1:1 model for grades 3-5. Teachers receiving class sets of iPads have completed school directed PD. 100 iPads and cases will be purchased. iPads are able to be used in all content areas.		
	5100	520-Textbooks	3041 - Miles Elementary School	UniSIG		$14,877.00
			Notes: Leveled Literacy Intervention materials for grades 3-5. LLI is a rigorous, small-group, supplementary literacy intervention system for students who are not achieving grade-level expectations in reading and writing, and are not receiving another form of literacy intervention. The LLI systems are designed to bring students from the earliest level A (kindergarten level) to level Z. This resource would impact any below level student in grades 3-5 (approximately 200 students)		
	6400	210-Retirement	3041 - Miles Elementary School	UniSIG	1.0	$5,420.81
			Notes: Reading Coach-Retirement 8.47%		
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG	1.0	$3,968.01
			Notes: Reading Coach-FICA 6.2%		
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG	1.0	$928.00
			Notes: Reading Coach-Medicare 1.45%		
	6400	240-Workers Compensation	3041 - Miles Elementary School	UniSIG	1.0	$326.40
			Notes: Reading Coach-Workers Comp .51%		
	6400	231-Health and Hospitalization	3041 - Miles Elementary School	UniSIG	1.0	$12,160.02
			Notes: Reading Coach-Health Ins 19%		
	6400	210-Retirement	3041 - Miles Elementary School	UniSIG	1.0	$3,913.16
			Notes: Reading Coach-Retirement 8.47%		
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG	1.0	$2,864.41
			Notes: Reading Coach-FICA 6.2%		
	6400	220-Social Security	3041 - Miles Elementary School	UniSIG	1.0	$669.90
			Notes: Reading Coach-1.45% Medicare		
	6400	240-Workers Compensation	3041 - Miles Elementary School	UniSIG	1.0	$236.52

			Notes: Reading Coach-0.51% Wk Comp			
	6400	231-Health and Hospitalization	3041 - Miles Elementary School	UniSIG	1.0	$8,778.04
			Notes: Reading Coach Health Ins 19%			
	5100	210-Retirement	3041 - Miles Elementary School	UniSIG	1.0	$1,513.90
			Notes: Para Retirement 8.47%			
	5100	210-Retirement	3041 - Miles Elementary School	UniSIG	1.0	$1,453.71
			Notes: Para Retirement 8.47%			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG	1.0	$1,108.17
			Notes: Para FICA 6.2%			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG	1.0	$1,064.15
			Notes: Para FICA 6.2%			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG	1.0	$259.17
			Notes: Para Medicare 1.45%			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG	1.0	$248.87
			Notes: Para Medicare 1.45%			
	5100	240-Workers Compensation	3041 - Miles Elementary School	UniSIG	1.0	$91.16
			Notes: Para Workers Comp .51%			
	5100	240-Workers Compensation	3041 - Miles Elementary School	UniSIG	1.0	$87.53
			Notes: Para Workers Comp .51%			
	5100	231-Health and Hospitalization	3041 - Miles Elementary School	UniSIG	1.0	$3,396.01
			Notes: Para Health Ins 19%			
	5100	231-Health and Hospitalization	3041 - Miles Elementary School	UniSIG	1.0	$3,261.11
			Notes: Para Health Ins 19%			
	5100	210-Retirement	3041 - Miles Elementary School	UniSIG		$1,694.00
			Notes: T-Payroll for tutoring-Retirement 8.47%Students will receive tutoring based on needs. 180 students in grades 3-5 identified below level in ELA, math, and science will be targeted for tutoring. Tutoring will take place after school on Mondays (1:00-3:00), Wednesday (2:00-3:00), and Thursdays (2:00-3:00). Planning for 300 after school hours to take place October through end of April. Saturday Academies taking place on March 5 and 26 as well as April 2, 9, 16, and 23. 3 hours each Saturday.			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		$1,240.00

			Notes: T-Payroll for tutoring-FICA 6.2%Students will receive tutoring based on needs. 180 students in grades 3-5 identified below level in ELA, math, and science will be targeted for tutoring. Tutoring will take place after school on Mondays (1:00-3:00), Wednesday (2:00-3:00), and Thursdays (2:00-3:00). Planning for 300 after school hours to take place October through end of April. Saturday Academies taking place on March 5 and 26 as well as April 2, 9, 16, and 23. 3 hours each Saturday.			
	5100	220-Social Security	3041 - Miles Elementary School	UniSIG		$290.00
			Notes: T-Payroll for tutoring-Medicare 1.45%Students will receive tutoring based on needs. 180 students in grades 3-5 identified below level in ELA, math, and science will be targeted for tutoring. Tutoring will take place after school on Mondays (1:00-3:00), Wednesday (2:00-3:00), and Thursdays (2:00-3:00). Planning for 300 after school hours to take place October through end of April. Saturday Academies taking place on March 5 and 26 as well as April 2, 9, 16, and 23. 3 hours each Saturday.			
	5100	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		$102.00
			Notes: T-Payroll for tutoring-Workers Comp .51%Students will receive tutoring based on needs. 180 students in grades 3-5 identified below level in ELA, math, and science will be targeted for tutoring. Tutoring will take place after school on Mondays (1:00-3:00), Wednesday (2:00-3:00), and Thursdays (2:00-3:00). Planning for 300 after school hours to take place October through end of April. Saturday Academies taking place on March 5 and 26 as well as April 2, 9, 16, and 23. 3 hours each Saturday.			
	6300	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		$6,696.96
			Notes: TPay for Planning and Development-			
	6300	210-Retirement	3041 - Miles Elementary School	UniSIG		$338.80
			Notes: TPay for Planning and Development-Retirement 8.47%			
	6300	220-Social Security	3041 - Miles Elementary School	UniSIG		$248.00
			Notes: TPay for Planning and Development-FICA 6.2%			
	6300	220-Social Security	3041 - Miles Elementary School	UniSIG		$58.00
			Notes: TPay for Planning and Development-Medicare 1.45%			
	6300	240-Workers Compensation	3041 - Miles Elementary School	UniSIG		$20.40
			Notes: TPay for Planning and Development-Workers Comp .51%			
	6400	120-Classroom Teachers	3041 - Miles Elementary School	UniSIG		$10,305.10
			Notes: Professional Development designed and delivered by resource teachers based on the school's instructional priorities. 35 staff at $15 per for 3 sessions for 5 hours per session =9305.10 (fringe included). Each session will be held after school or on Saturday based on a professional development book that will support the needs of our students.			
	6400	510-Supplies	3041 - Miles Elementary School	UniSIG		$3,426.73
			Notes: Purchase the professional development for the trainings: Understanding Texts and Readers' Responsive Comprehension Instruction with Leveled Text, Creating a Culture of Reflective Practice Capacity-Building for Schoolwide Success, and Game Changer=$2426.73			
					Total:	**$368,671.25**