Oak Park Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Oak Park Elementary School

2716 N 46TH ST, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Ryan Moody

Start Date for this Principal: 6/16/2020

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 Economically Disadvantaged Students*
School Grades History	2018-19: F (27%) 2017-18: F (31%) 2016-17: D (40%) 2015-16: D (35%)
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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Oak Park Elementary School

2716 N 46TH ST, Tampa, FL 33605

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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	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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SIP Authority

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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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Everyone learns every day.

Provide the school's vision statement.

Preparing Students for Life

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
Moody, Ryan	Principal	
Cochol, Ashley	Assistant Principal	

Demographic Information

Principal start date
Tuesday 6/16/2020, Ryan Moody

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.*
2

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
32

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 Economically Disadvantaged Students*
School Grades History	2018-19: F (27%) 2017-18: F (31%) 2016-17: D (40%) 2015-16: D (35%)
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	81	83	74	90	77	73	0	0	0	0	0	0	0	478
Attendance below 90 percent	12	31	14	9	19	9	0	0	0	0	0	0	0	94
One or more suspensions	0	1	7	15	12	12	0	0	0	0	0	0	0	47
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	18	25	23	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide Math assessment	0	0	0	18	25	23	0	0	0	0	0	0	0	66

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	2	0	5	5	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	0	25	34	3	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	7	3	0	0	0	0	0	0	0	10

Date this data was collected or last updated

Wednesday 6/24/2020

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	42	36	28	36	24	23	0	0	0	0	0	0	0	189
One or more suspensions	2	7	18	11	22	21	0	0	0	0	0	0	0	81
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	49	29	29	0	0	0	0	0	0	0	107

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	1	3	17	18	25	25	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	36	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	2	6	6	0	0	0	0	0	0	0	14

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	42	36	28	36	24	23	0	0	0	0	0	0	0	189
One or more suspensions	2	7	18	11	22	21	0	0	0	0	0	0	0	81
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	49	29	29	0	0	0	0	0	0	0	107

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	1	3	17	18	25	25	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	36	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	2	6	6	0	0	0	0	0	0	0	14

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	24%	52%	57%	26%	52%	55%
ELA Learning Gains	43%	55%	58%	50%	55%	57%
ELA Lowest 25th Percentile	38%	50%	53%	65%	51%	52%
Math Achievement	20%	54%	63%	26%	53%	61%
Math Learning Gains	25%	57%	62%	45%	54%	61%
Math Lowest 25th Percentile	11%	46%	51%	44%	46%	51%
Science Achievement	30%	50%	53%	23%	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	19%	52%	-33%	58%	-39%
	2018	17%	53%	-36%	57%	-40%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	23%	55%	-32%	58%	-35%
	2018	33%	55%	-22%	56%	-23%
Same Grade Comparison		-10%				
Cohort Comparison		6%				
05	2019	24%	54%	-30%	56%	-32%
	2018	22%	51%	-29%	55%	-33%
Same Grade Comparison		2%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	20%	54%	-34%	62%	-42%
	2018	14%	55%	-41%	62%	-48%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	13%	57%	-44%	64%	-51%
	2018	27%	57%	-30%	62%	-35%
Same Grade Comparison		-14%				
Cohort Comparison		-1%				
05	2019	15%	54%	-39%	60%	-45%
	2018	20%	54%	-34%	61%	-41%
Same Grade Comparison		-5%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	51%	-25%	53%	-27%
	2018	15%	52%	-37%	55%	-40%
Same Grade Comparison		11%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	28	23	12	14		9				
ELL	32	58		33	30						
BLK	20	37	30	16	21	10	21				
HSP	38	60		25	20						
MUL	29			33							
WHT	45			64							
FRL	23	43	38	19	25	11	30				

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	2	37	50	6	28	37	5				
ELL	21	27		17	20						
BLK	21	42	47	16	32	32	12				
HSP	16	42		19	26						
MUL	70			50							
WHT	50			58							
FRL	24	41	51	20	34	34	15				

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	43	46	6	23						
ELL	25	45		29	36						
BLK	22	46	64	23	44	43	13				
HSP	30	69		29	38						
MUL	67			55							
FRL	26	50	65	25	45	44	23				

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	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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.

Bottom quartile gains in Math- during the school year that this data is from, 3/6 of the intermediate math classrooms were vacant.

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

Bottom quartile gains in Math- during the school year that this data is from, 3/6 of the intermediate math classrooms were vacant.

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.

Bottom quartile gains in Math- during the school year that this data is from, 3/6 of the intermediate math classrooms were vacant.

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

Science achievement increased from 15% to 30%. This is attributed to standards based planning and hands on instruction provided by the Science Resource teacher, as well as, the creation of the Hands-On Science Lab utilized by all grade level teachers and students.

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

Attendance and the number of students scoring a level one in grades 3, 4, and 5.

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

1. Math bottom quartile
2. Math proficiency
3. ELA proficiency
4. Math gains
5. Science proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	What: Small group instruction in both Reading and Math
	Why: Historically, less than 30% of students were proficient in all content areas and less than 50% of students were making adequate yearly gains in ELA and math. Teachers are unable to meet the individual needs of students when instructing in whole group.
Measurable Outcome:	Teacher Performance: 80% of teachers will consistently teach small group instruction at the appropriate time in both reading and math.
	Student Achievement: 33% of students will be proficient in Reading and Math with 55% of student making learning gains in reading and 50% of students making learning gains in math. Additionally, 60% of the bottom quartile of students will make learning gain in reading and in math.
Person responsible for monitoring outcome:	Ryan Moody (ryan.moody@hcps.net)
Evidence-based Strategy:	Professional Development will be provided to teachers through planning with academic coaches before school begins and during weekly planning sessions. Monthly, teachers will participate in job embedded professional development based on effective instructional practices. Teachers will use monthly common grade level assessments to monitor student progress toward mastery of taught standards. With content coaches, teachers will participate in data chats to group students for small group instruction. During data chats, teachers and coaches will monitor the progress of ESSA category students to plan for further small group intervention.
Rationale for Evidence-based Strategy:	This allows teachers time to plan instruction to meet the rigor of the standards at each student's level. Teachers will utilize this time to design individualized instructional plans. Teachers will be able to share effective instructional strategies and learn from their peers. Teachers will analyze data monthly to align instructional practice to meet student needs. They will use the data to create a plan for instruction and remediation where necessary, especially focusing on students in the bottom quartile and ESSA category students.

Action Steps to Implement

Planning with academic and MGT coaches during preplanning and weekly throughout the school year.

Person Responsible	Ryan Moody (ryan.moody@hcps.net)

Monthly "data dives" to align instruction and plan for remediation, with a focus on the students in the bottom quartile and ESSA categories.

Person Responsible	Ashley Cochol (ashley.cochol@hcps.net)

Administrative/MGT walkthrough to give feedback and determine next steps for professional development

Person Responsible	Ryan Moody (ryan.moody@hcps.net)

In the moment coaching with academic coaches and MGT coaches to improve teaching practices.

Person Responsible	Ashley Cochol (ashley.cochol@hcps.net)

Provide teachers and students with access to culturally relevant high quality text to use in daily instruction. This is text that matches the cultures and backgrounds of ESSA category students.

Person Responsible   Ryan Moody (ryan.moody@hcps.net)

Provide teachers and students with hands-on materials to manipulate during mathematics instruction.

Person Responsible   Ashley Cochol (ashley.cochol@hcps.net)

Engage students in interactive lessons with one to one devices using programs such as LearnZillion, NearPod and DreamBox.

Person Responsible   Ryan Moody (ryan.moody@hcps.net)

Provide teachers with professional development and coaching from a Technology Resource Teacher.

Person Responsible   Ryan Moody (ryan.moody@hcps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	What: To provide students with the social and emotional supports necessary to be successful academically. Why: There are multiple factors that contribute to students' lack of stability and consistency: 33% of Oak Park Students are categorized as Homeless, 99% of students are on Free/Reduced Lunch status, 37% of Oak Park Students started and finished the school year at Oak Park Elementary. Oak Park Elementary services 6 shelters/rehab facilities. 70% of students attended 90%+ of school. 89% of students had 0 suspensions.
Measurable Outcome:	75% of students will attend 90%+ of school 92% of students will have 0 suspensions
Person responsible for monitoring outcome:	Ryan Moody (ryan.moody@hcps.net)
Evidence-based Strategy:	We will build a uniform closet, implement a school wide PBIS plan, and utilize a SEL classroom to proactively decrease the loss of instructional time.
Rationale for Evidence-based Strategy:	Students thrive in a structured environment in which they are supported and provided with the necessary items to succeed. We will build on the previous success of the SEL classroom and its ability to allow students time to refocus and return to the instructional environment.

Action Steps to Implement

Purchase uniforms to provide to students in need.

Person Responsible	Ashley Cochol (ashley.cochol@hcps.net)

Purchase and utilize Kickboard program for core behavior plan.

Person Responsible	Ryan Moody (ryan.moody@hcps.net)

Provide teachers with professional development in the most current best practices for SEL and teaching students in poverty/trauma.

Person Responsible	Ashley Cochol (ashley.cochol@hcps.net)

Furnish and equip classrooms with items to enhance Social Emotional Learning, providing students with area to calm down and refocus.

Person Responsible	Ryan Moody (ryan.moody@hcps.net)

Additional Schoolwide Improvement Priorities

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

The school leadership team will work closely with MGT to analyze data and monitor effectiveness.

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.

We collaborate with parents through Kickboard communication ap, written and phone communication, as well as two conference night programs. We include parents as members of SAC and PTA. We have established a partnership with Tony Coleman, CEO of AAASY solutions. He supports our parent involvement. including our annual parents breakfast and incentives for parent attendance at school events. We also have a partnership with Horace Mann to help increase student attendance. We also have a partnership with Wells Fargo and Altrusa. They provide mentoring and tutoring for students, as well as, providing educational learning opportunities, such as: school garden. The neighborhood retired grandmothers come to read to our primary students bi-monthly.

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: Small Group Instruction				$626,426.69
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3201 - Oak Park Elementary School			$95,000.00
			Notes: Intermediate Reading CoachReading coaches will assist in the development of professional development on modeling, foundational skills/phonics instruction, writing instruction, EL curriculum and comprehesion strategies. This PD will include job embedded learning opportunites such as learning walks, edcamp sessions, in addition to deepening teachers understanding of high leverage instructional strategies in Making Thinking Visible, EL learning methods and lesson structures, independent reading practices, and technology. Stipend would be utilized for workshops and content development that take place beyond the school day.			
			3201 - Oak Park Elementary School			$95,000.00
			Notes: Primary Reading Coach			
			3201 - Oak Park Elementary School			$25,000.00

			Notes: Assistant Teacher- small groups 4th grade			
			3201 - Oak Park Elementary School			$95,000.00
			Notes: Primary/Intermediate Reading Coach Reading coaches will assist in the development of professional development on modeling, foundational skills/phonics instruction, writing instruction, EL curriculum and comprehesion strategies. This PD will include job embedded learning opportunites such as learning walks, edcamp sessions, in addition to deepening teachers understanding of high leverage instructional strategies in Making Thinking Visible, EL learning methods and lesson structures, independent reading practices, and technology.			
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG	1.0	$65,000.00
			Notes: Primary Math Resource-The Math Resource teacher will plan data chats and weekly content trainings in addition to planning sessions which will be held once every 3 weeks with a rotating Thursday morning schedule. These meetings are to ensure content mastery by teachers to then be able to plan more effective lessons with their team and coach. The data will be utilized to plan instructional adjustments and student interventions. Sub coverage may be needed in order to facilate these meetings. Subs may be needed to provide coverage for these meetings at the end of each quarter for a half day session. This will be for 22 teachers in grades K-5. 3 half day sessions for a total of 24 teachers, totals 12 whole days (3 times, 1 per quarter) running 1 grade in the AM and 1 grade in the PM.			
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG	1.0	$62,426.79
			Notes: Intermediate Math Resource Teacher-The Math Resource Teacher will plan data chats and weekly content trainings in addition to planning sessions which will be held once every 3 weeks with a rotating Thursday morning schedule. These meetings are to ensure content mastery by teachers to then be able to plan more effective lessons with their team and coach. The data will be utilized to plan instructional adjustments and student interventions. Sub coverage may be needed in order to facilate these meetings. Subs may be needed to provide coverage for these meetings at the end of each quarter for a half day session. This will be for 22 teachers in grades K-5. 3 half day sessions for a total of 24 teachers, totals 12 whole days (3 times, 1 per quarter) running 1 grade in the AM and 1 grade in the PM.			
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG	1.0	$43,000.00
			Notes: Science Resource Teacher-Science instructor to ensure long term investigations are happening in all classrooms. Plan experiments and lessons with teachers and next steps.ELP			
			3201 - Oak Park Elementary School			$25,000.00
			Notes: Assistant Teacher- small groups 5th Grade			
			3201 - Oak Park Elementary School	Title, I Part A		$8,100.00
			Notes: Two six hour reading planning days, facilitated by reading coaches: A stipend rate of 27.00 per hour would be utlized for up to 25 participants for up to 2 times per years at 6 hours each session.			
			3201 - Oak Park Elementary School	Title, I Part A		$8,800.00
			Notes: Reading coaches will facilitate quarterly backward planning sessions. 4 sessions for a total of 22 teachers totaling in 88 substitute days.			
			3201 - Oak Park Elementary School	Title, I Part A		$3,960.00
			Notes: The math coaches will facilitate planning and data analysis professional development. 3 half day sessions for a total of 24 teachers, totals 12 whole days (3 times, 1 per quarter) running 1 grade in the AM and 1 grade in the PM.			
			3201 - Oak Park Elementary School	Title, I Part A		$8,500.00

			Notes: Dreambox schoolwide subscription		
			3201 - Oak Park Elementary School	Title, I Part A	$22,000.00
			Notes: Supplies for high-quality instruction: These materials will include binders, binder clips, paper clips, copy paper, chart paper, pencils, pens, crayons, expo markers, chart paper markers, post it notes, index cards, folders, highlighters, page protectors, tab dividers, notebook paper, rulers, colored pencils, permanent markers, vinyal, easers, replacement blades and mates for dia-cut machine, card stock, construction papers, lamination rolls/ sheets, toner, ink, rolls of poster paper, rolls of butcher paper, spiral notebooks, tape.		
			3201 - Oak Park Elementary School	Title, I Part A	$8,000.00
			Notes: Nearpod subscription-Nearpod is used in all subjects for created interactive and saved lessons for revisiting or reteaching.		
	5100	210-Retirement	3201 - Oak Park Elementary School	UniSIG	$5,505.50
			Notes: Primary Math Resource-Retirement 8.47% Less Indirect Costs		
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG	$4,030.00
			Notes: Primary Math Resource-FICA 6.2% Less Indirect Costs		
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG	$942.50
			Notes: Primary Math Resource-Medicare 1.45% Less Indirect Costs		
	5100	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG	$331.50
			Notes: Primary Math Resource-Workers Comp .51% Less Indirect Costs		
	5100	230-Group Insurance	3201 - Oak Park Elementary School	UniSIG	$12,350.00
			Notes: Primary Math Resource-Health Ins 19% Less Indirect Costs		
	5100	210-Retirement	3201 - Oak Park Elementary School	UniSIG	$5,505.50
			Notes: Intermediate Math Resource Teacher-Retirement 8.47% Less Indirect Costs		
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG	$4,030.00
			Notes: Intermediate Math Resource Teacher-FICA 6.2% Less Indirect Costs		
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG	$942.50
			Notes: Intermediate Math Resource Teacher-Medicare 1.45% Less Indirect Costs		
	5100	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG	$331.50
			Notes: Intermediate Math Resource Teacher-Workers Comp .51% Less Indirect Costs		
	5100	230-Group Insurance	3201 - Oak Park Elementary School	UniSIG	$12,350.00
			Notes: Intermediate Math Resource Teacher-Health Ins 19% Less Indirect Costs		
	5100	210-Retirement	3201 - Oak Park Elementary School	UniSIG	$3,642.10

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			Notes: Science Resource Teacher-Retirement 8.47% Less Indirect Costs			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		$2,666.00
			Notes: Science Resource Teacher-FICA 6.2% Less Indirect Costs Science resources will be split to work a combination of coaching, planning and teaching differentiated groups in the classroom. They will also offer in house professional development and help teachers to develop their knowledge of teaching science. The science resource teacher will lead data analysis sessions and build capacity with teachers to eventually be self sufficient in the areas of content, planning, data analysis and instruction. Goals will be set with students and the science resource teacher will encourage the students to reach the goals set.			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		$623.50
			Notes: Science Resource Teacher-Medicare 1.45% Less Indirect Costs			
	5100	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG		$219.30
			Notes: Science Resource Teacher-Workers Comp .51% Less Indirect Costs			
	5100	230-Group Insurance	3201 - Oak Park Elementary School	UniSIG		$8,170.00
			Notes: Science Resource Teacher-Health Ins 19% Less Indirect Costs			
2	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$117,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3201 - Oak Park Elementary School	TSSSA		$6,800.00
			Notes: Uniforms to provide to students			
			3201 - Oak Park Elementary School	Other		$8,000.00
			Notes: Kickboard subscription: Positive behavior support program.			
			3201 - Oak Park Elementary School	TSSSA		$8,000.00
			Notes: Furniture and supplies for SEL classrooms			
			3201 - Oak Park Elementary School	TSSSA		$95,000.00
			Notes: MTSS-Behavior Resource Teacher			
					Total:	**$751,560.00**