

Hillsborough County Public Schools

Robles Elementary School



2020-21 Schoolwide Improvement Plan

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Robles Elementary School

4405 E SLIGH AVE, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Christine Harris

Start Date for this Principal: 6/15/2020

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 (34%) 2017-18: D (36%) 2016-17: D (35%) 2015-16: D (39%)
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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Robles Elementary School

4405 E SLIGH AVE, Tampa, FL 33610

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">97%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

School Grades History

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

School Board Approval

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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 a high-quality education and the supports which enable each student to excel as a successful and responsible citizen.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Robles Elementary strives to create an educational environment that enables all students to achieve success that prepares them 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
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Brown, Anna	Principal	<p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, Science and other specialists on an ad hoc basis) ESE teachers and Specialist PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) Rtl Resource Teachers Members of MGT
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The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:

1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/ enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

Demographic Information

Principal start date

Monday 6/15/2020, Christine Harris

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.*

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.*

Total number of teacher positions allocated to the school

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
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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 (34%) 2017-18: D (36%) 2016-17: D (35%) 2015-16: D (39%)
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	102	99	120	99	112	83	0	0	0	0	0	0	0	615
Attendance below 90 percent	48	44	53	42	48	29	0	0	0	0	0	0	0	264
One or more suspensions	0	0	1	0	1	1	0	0	0	0	0	0	0	3
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	0	14	34	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	36	0	0	0	0	0	0	0	49

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

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

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/29/2020

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	33	142	117	184	71	128	0	0	0	0	0	0	0	675
Attendance below 90 percent	0	44	41	51	11	15	0	0	0	0	0	0	0	162
One or more suspensions	0	5	13	18	14	29	0	0	0	0	0	0	0	79
Course failure in ELA or Math	0	0	0	58	50	80	0	0	0	0	0	0	0	188
Level 1 on statewide assessment	0	0	0	58	50	80	0	0	0	0	0	0	0	188

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	6	19	15	35	0	0	0	0	0	0	0	75

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	7	10	68	28	32	0	0	0	0	0	0	0	145
Students retained two or more times	0	0	0	18	7	6	0	0	0	0	0	0	0	31

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	33	142	117	184	71	128	0	0	0	0	0	0	0	675
Attendance below 90 percent	0	44	41	51	11	15	0	0	0	0	0	0	0	162
One or more suspensions	0	5	13	18	14	29	0	0	0	0	0	0	0	79
Course failure in ELA or Math	0	0	0	58	50	80	0	0	0	0	0	0	0	188
Level 1 on statewide assessment	0	0	0	58	50	80	0	0	0	0	0	0	0	188

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	6	19	15	35	0	0	0	0	0	0	0	75

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	7	10	68	28	32	0	0	0	0	0	0	0	145
Students retained two or more times	0	0	0	18	7	6	0	0	0	0	0	0	0	31

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	22%	52%	57%	26%	52%	55%
ELA Learning Gains	40%	55%	58%	45%	55%	57%
ELA Lowest 25th Percentile	51%	50%	53%	47%	51%	52%
Math Achievement	17%	54%	63%	23%	53%	61%
Math Learning Gains	41%	57%	62%	37%	54%	61%
Math Lowest 25th Percentile	43%	46%	51%	41%	46%	51%
Science Achievement	27%	50%	53%	24%	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	16%	52%	-36%	58%	-42%
	2018	22%	53%	-31%	57%	-35%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	19%	55%	-36%	58%	-39%
	2018	26%	55%	-29%	56%	-30%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				
05	2019	22%	54%	-32%	56%	-34%
	2018	38%	51%	-13%	55%	-17%
Same Grade Comparison		-16%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	15%	54%	-39%	62%	-47%
	2018	17%	55%	-38%	62%	-45%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	14%	57%	-43%	64%	-50%
	2018	15%	57%	-42%	62%	-47%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
05	2019	19%	54%	-35%	60%	-41%
	2018	31%	54%	-23%	61%	-30%
Same Grade Comparison		-12%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	51%	-28%	53%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	23%	52%	-29%	55%	-32%
Same Grade Comparison		0%				
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	15	23	25	10	26	17	17				
ELL	13	29		11	36		20				
BLK	22	40	50	17	41	41	28				
HSP	24	33		12	26						
WHT	21	54		22	54						
FRL	22	40	50	17	40	41	27				
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	21	46	45	21	22	9	29				
ELL	14	48		18	36		18				
BLK	32	52	57	23	37	30	25				
HSP	46	68		42	37		29				
WHT	8			8							
FRL	32	54	60	25	37	23	27				
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	7	32	33	14	27		17				
ELL	13	32	30	17	36						
BLK	27	48	52	24	36	39	25				
HSP	23	42		14	32						
WHT	6	17		18	23						
FRL	25	46	47	23	36	40	24				

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	38
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	19
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	
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Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

Native American Students	
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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	
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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	
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Federal Index - Black/African American Students	34
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	
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Federal Index - Hispanic Students	33
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	38
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	37
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.

Math Achievement was lowest. A contributing factor was that students came in low from the prior year. While we were unable to get them to proficiency, we were able to see large gains in learning gain points and in the lower 25%. Additionally there were multiple vacancies in math classrooms, leading to inconsistent instruction.

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

Math Achievement had the greatest decline from the prior year. A contributing factor was that students came in low from the prior year. While we were unable to get them to proficiency, we were able to see large gains in learning gain points and in the lower 25%. Additionally there were multiple vacancies in math classrooms, leading to inconsistent instruction.

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 was lowest. A contributing factor was that students came in low from the prior year. While we were unable to get them to proficiency, we were able to see large gains in learning gain points and in the lower 25%. Additionally there were multiple vacancies in math classrooms, leading to inconsistent instruction.

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

Math Lowest 25% showed the most improvement. Because students started the grade level with knowledge deficits, targeted instruction was given to help build foundational skills that were missing, resulting in a 20% increase from 2018-2019.

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

Areas of concern are low attendance and course failure in ELA or math

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

1. Building positive relationships with all stakeholders
2. Use research-based strategies and resources for high impact instruction and engagement

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Creating a culture of high expectations characterized by positive relationships with all stakeholders.
 Robles Elementary has earned a "D" rating from the FLDOE for the past 5 years. In 2019-2020 Robles faced the barriers of low attendance/high tardies (75% of students had 90% or higher attendance), lack of innovative classroom structures, lack of home-school connection and support, disruptive behaviors impeding learning for all, and, teacher vacancies and turnover.

Measurable Outcome: 1a. Percentage of students with zero suspensions will increase from 89% to 95% by the end of the 2020-2021 school year.
 1b. Percentage of students with 90% or more attendance will increase from 75% to 80% by the end of the 2020-2021 school year.

Person responsible for monitoring outcome: Anna Brown (anna.brown@sdhc.k12.fl.us)

Evidence-based Strategy:

1. Ongoing professional development opportunities for teachers and staff
2. Ongoing coaching feedback
3. Planning support and modeling
4. Student Services team provide group and class SEL lessons
5. Student Services Team will facilitate RTI B sessions
6. Student Services Team meetings will be held weekly to progress monitor student behavior data
7. Celebrate students who demonstrate good character

Rationale for Evidence-based Strategy:

1. To develop teacher understanding of SEL
2. To support the implementation of Inner Explorer as a resource provide SEL lesson
3. To build capacity to create culturally responsive classrooms
4. To support the need for modeling appropriate conflict-resolution
5. Target student specific needs to support planning and monitoring strategic behavior interventions
6. Provide tiered supports to grade level teams to monitor student progress
7. To create student leaders who are celebrated for making good choices

Action Steps to Implement

Resources and materials to set-up highly structured classroom procedures and spaces to promote a better classroom managed environment. Progress Monitoring: Fidelity walk-throughs by administration and Rtl Resource teacher and tracking of Office Code Calls and analyzing school-wide discipline data. Monitoring of fidelity related to ESSA subgroups (White, Black, Hispanic, SWD, ELL, and Economically Disadvantaged).

Person Responsible: Anna Brown (anna.brown@sdhc.k12.fl.us)

Professional development, resources and materials to implement morning meeting to support building relationships with all stakeholders. Progress Monitoring: Fidelity walk-throughs by administration and Rtl Resource teacher and tracking of Office Code Calls and analyzing school-wide discipline data

Person Responsible: Anna Brown (anna.brown@sdhc.k12.fl.us)

Inner Explorer technology to promote socioemotional learning and mindfulness. Progress Monitoring: Fidelity walk-throughs by administration and Rtl Resource teacher.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Resources and materials for an SEL student area in the classroom that mirrors the school-wide SEL student center to help students de-escalate and return to instruction quickly. Progress Monitoring: Tracking of Office Code Calls and analyzing school-wide discipline data

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Through signage make "Essentials 10" visible throughout campus. Implement and design monthly reward ceremonies to recognize the "Essentials 10" student of the month including parent invitations, student recognition ribbons/certificates, celebration items. Progress Monitoring: Fidelity walk-throughs by administration and Rtl Resource teacher and tracking of Office Code Calls and analyzing school-wide discipline data.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Professional development to support building positive relationships with all stakeholders and promoting a positive school culture ie Ron Clark Academy, PBIS, Teaching with Poverty in Mind, Engaging with Poverty in Mind, classroom management including materials and supplies ie registration fees, travel expenses, consultants. Progress Monitoring: Fidelity walk-throughs by administration and Rtl Resource teacher and tracking of Office Code Calls and analyzing school-wide discipline data. All portions of this action step include targeted action for ESSA subgroups (White, Black, Hispanic, SWD, ELL, and Economically Disadvantaged).

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

RTI-B resource teacher will facilitate, support, and monitor the 10-point behavior system implemented weekly. Progress Monitoring: Weekly collection of 10-point behavior scorecard per teacher to identify possible next steps for behavior interventions for individual students.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Build parent communication through communicating student behavior through the use of student agendas, flyers and pamphlets, peachjar.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

School-wide store with engaging prizes that are consistently available for students to use their points earned from the 10-point behavior system. Progress Monitoring: Weekly collection of 10-point behavior scorecard per teacher to identify possible next steps for behavior interventions for individual students and analyzing school-wide discipline data to determine trends.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Plan and implement social House meetings for students to practice the Essentials 10 in real time. SEL activities, resources and special guest speakers needed. Progress Monitoring: Weekly collection of House points through 10-point behavior scorecard to continue to identify possible next steps for behavior interventions for individual students. Specific emphasis on ESSA subgroups (White, Black, Hispanic, SWD, ELL, and Economically Disadvantaged).

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Plan and implement House celebrations/competitions including teacher/staff and student incentives. Progress Monitoring: Weekly collection of House points through 10-point behavior scorecard to continue to identify possible next steps for behavior interventions for individual students

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

After hours monthly team meetings to review and collaborate on school-wide behavior. Progress Monitoring: meeting agendas and sign ins, Quarterly surveys with faculty/staff.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Resources to support family involvement to build positive relationships with all stakeholders including after school hour parent events to recognize parents. Progress Monitoring: meeting agendas and sign ins.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Form student leadership committees using materials and resources for students to learn and gain leadership skills to practice in the school setting and then carry it on into their community. Progress Monitoring: Monthly meetings with students for program feedback

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of after school hours personnel to coach and mentor leadership committees. Progress Monitoring: Monthly meetings with students for program feedback, agendas and sign-in sheets.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Special guest speakers to attend student leadership committee meetings to share insight about leadership skills. Progress Monitoring: Monthly meetings with students for program feedback, agendas and sign-in sheets.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Parent liaisons to support utilization of school and community-based resources ie parent resource room, food pantry, clothes closet including materials and supplies. Progress Monitoring: attendance tracking for parent resource room, log of families receiving support (clothing, food, supplies, etc)

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Resources for families to support socio-emotional well-being and academic growth ie books, pamphlets, trainings. Progress Monitoring: attendance tracking at family events and survey results after events.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Create After School Social Skills groups where students will meet weekly to learn and practice social skills through the use of research based curriculum, technology and software (ie. second step, social express, social skills board games, student incentives, student sensory materials). Progress Monitoring: School-wide discipline data to determine decrease in referrals and behavior trackers, attendance at group meetings.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

RTI-B Resource teacher to support and coach tier 2/3 teachers with management of student behavior and classroom behavior management, monitor school-wide behavior data to report to Admin and school teams, assist in designing and implementing behavior plans for Tier 2 students (ie: Check in/Check out,

behavior charts, lunch mentor groups, social skills groups), provide new teacher support through modeling and coaching classroom behavior management practices, collaborate with student services weekly about high risk students and plans interventions, and assist with parent communication to support building stronger relationships with all stakeholders. Progress Monitoring: RTI-B teacher schedule. Particular emphasis on ESSA subgroups (White, Black, Hispanic, SWD, ELL, and Economically Disadvantaged).

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Create a school-wide mentors to mentor small groups throughout the school day to promote building better relationships. Progress monitor: mentoring training agenda and mentoring schedule.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Design a calm environment and monitor resource stations set-up for the needs of our students (ie: anger management, social skills, self-regulating, restorative practices) through multiple mediums (Resources, materials and supplies needed to teach SEL skills to students, use of flexible seating to create a sense of calmness (ie: mats, bean bags, big pillows, benches), tools to help students self-regulate and de-escalate (ie: Playdoh, clay, paint, beads, paper, glitter, glue). Progress Monitor: Log of students using room, school-wide discipline data.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

MGT will provide differentiated behavioral support for teachers new to the profession with a teaching degree ,new to the profession with an alternative certification, new to HCPS, or new to Robles but not to HCPS through. Supports may include orientations, tours, overviews, professional development, providing subs to allow them to observe other classrooms, work with an assigned teacher mentor after hours, etc). Progress Monitoring : Use of surveys (quarterly) to determine PLC, PD effectiveness and next PD needs. Weekly classroom walkthroughs.

Person Responsible Sheila Blue (sblue@mgtconsulting.com)

Implementation of mentoring groups to support the development of student leaders. Progress Monitoring: Monthly meetings with students for program feedback, agendas and sign-in sheets.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Implementation of mentoring groups to support the development of student leaders. Progress Monitoring: Monthly meetings with students for program feedback, agendas and sign-in sheets.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Creating a culture of high expectations characterized by the use of research-based strategies and resources for high impact instruction and engagement.
Description and Rationale:	Robles Elementary has earned a "D" rating from the FLDOE for the past 5 years. In 2019-2020 Robles faced the barriers of lack of innovative teaching strategies and classroom structures, lack of home-school connection and support, low academic achievement/growth, teacher vacancies and turnover.
Measurable Outcome:	<ul style="list-style-type: none"> a. Percentage of K-5 students 2+ years below grade level in K-5 on iReady Reading will decrease from 87% to 67% by the end of the 2020-2021 school year. b. Percentage of K-5 students 2+ years below grade level in K-5 on iReady Math will decrease from 96% to 76% by the end of the 2020-2021 school year. c. Percentage of 3-5 students scoring Level 3 or its equivalent in ELA will increase from 20% to 30% by the end of the 2020-2021 school year d. Percentage of 3-5 students scoring Level 3 or its equivalent in Math will increase from 37% to 40% by the end of the 2020-2021 school year.
Person responsible for monitoring outcome:	Anna Brown (anna.brown@sdhc.k12.fl.us)
Evidence-based Strategy:	<ul style="list-style-type: none"> 1. Weekly Common Planning and Follow Up sessions 2. Ongoing coaching and feedback 3. Ongoing progress monitoring and data analysis sessions 4. Ongoing professional development opportunities for teachers and staff 5. Purposeful use of technology-based programs, equipment and applications for student engagement 6. Strengthen RTI process
Rationale for Evidence-based Strategy:	<ul style="list-style-type: none"> 1. Support the development of high quality lesson plans, , deepen teachers' understanding around content, curriculum and best practices, infuse technology to ensure lessons are aligned with standards. 2. Support the implementation of high quality lesson plans, instructional best practices and technology usage. 3. Utilize data regularly while planning instructional next steps to increase student achievement. 4. Deepen teachers' understanding of best practices, resources, content and progress monitoring practices to support student learning. 5. Provide diverse and engaging learning opportunities using technology. 6. Streamline supports for targeting needs of specific students.

Action Steps to Implement

Sustain current use of technology integration (1:1 laptops, interactive projectors, headphones, speakers, iPads). Monitor through classroom walkthroughs (3 out of 4 times) and student/teacher usage and data reports from digital learning platforms with 75% usage rate.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of software and web based platforms such as Legends of Learning, Flocabulary, Brain Pop, Nearpod, and Kahoot for enhanced and differentiated instruction and to raise student engagement. Monitor through student usage and data reports from digital learning platforms with 75%usage rate.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Professional Development with stipends to support high impact, standards based instruction and engagement including materials and supplies (ie: registration fees, travel expenses, consultants (ex. Sue O'Connell from Math in Practice and Diana Carry from Thinking Core). Monitor through lesson planning notes showing 75% participation.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use high quality, viable instructional materials from EL Education. Monitor through classroom walkthroughs with teachers and students using materials in a uniform way 3 out of 4 times, allowing for teacher autonomy.

Person Responsible [no one identified]

Engage in high quality PLC/Team Planning using inquiry cycle (ie creation of schedule with extended planning time during the work day, extended day for planning with pay, use of substitutes during school day for teachers to meet for PLCs). Monitor through planning session notes, administration observation during planning sessions with 75% participation rate.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of disciplinary literacy with a focus on vocabulary including materials and supplies (ie. EL texts, Math in Practice student books, math libraries, etc). Monitor use through classroom walkthroughs, teacher observation, and student work.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of engaging STEM lessons and activities including materials and supplies. Monitor through classroom walkthroughs, teacher observations, lesson plan checks, and planning session notes.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Integration of technology (1:1 devices, interactive projectors, headphones, speakers, iPads, etc) Monitor through classroom walkthroughs (3 out of 4 times) and student/teacher usage and data reports from digital learning platforms with 75% usage rate.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of collaborative structures for learning in the classroom (ie. Clear partitions, other items to create a safe collaborative room while social distancing).

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of flexible seating to create an engaging and autonomous environment. Monitor through classroom walkthroughs with 75% usage in classrooms.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of RTI-A Resource Teachers to monitor/support Tier 2 and Tier 3 Academics students/teachers. Monitor through observation of Rtl meetings, log/schedule of Rtl meetings held with teachers, PSLT and

CST meeting logs. Specific emphasis on progress monitoring of ESSA subgroups (White, Black, Hispanic, SWD, ELL, and Economically Disadvantaged)

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of Academic Coaches/Resource to monitor/support core academic areas for students/teachers. Monitor through observation of planning sessions, planning session notes and coaching cycle logs.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Assistant teachers (2) to support school-wide academic success for teachers/students. Monitor through Assistant teacher schedule and end of year data. Assistant teachers will work with small groups with specific emphasis on ESSA subgroups (White, Black, Hispanic, SWD, ELL, and Economically Disadvantaged).

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Educational field trips to enhance curriculum/support instruction. Monitor through performance of student work (assignments/projects/assessments/etc.) related to curriculum linked trips.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Use of daily academic planners, PeachJar, parent link and flyers to increase homeschool communication. Monitor through Parent Survey of usage and impact, observation of student/teacher use in classroom (for planners).

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Implementation of after school clubs to support academic/social growth. Monitor through predetermined formative and summative pre/post assessments for each club, 75% attendance rate.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Implement small group instruction/pull out support. Monitor through weekly fidelity checks to monitor implementation and fidelity of group meetings, and predetermined assessments/progress monitoring data points with 80% targeted growth. Small group instruction and monitoring will specifically focus on ESSA subgroups (White, Black, Hispanic, SWD, ELL, and Economically Disadvantaged)

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Strengthen teacher content knowledge (all areas). Monitor through PLC/planning attendance tracking, and fidelity checks focused on implementation and map alignment.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Continuous assessment in all content areas. Monitor through PLC/planning notes for assessment discussions, classroom walkthroughs for fidelity checks on implementation of school-wide assessment calendar.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Provide new teacher support (new to Robles AND new to teaching). Progress monitor through notes/agendas/schedule etc of planned activities and meetings, survey from teachers that indicated that they feel supported based on the provided supports.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

Provide Virtual Tutorial support for students (ie. T-Payroll for additional hours of individual teacher support with academics). Monitor through use of attendance logs and student data.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

MGT will provide differentiated content area and instructional practices support for teachers new to the profession with a teaching degree ,new to the profession with an alternative certification, new to HCPS, or new to Robles but not to HCPS through. Supports may include orientations, tours, overviews, professional development, providing subs to allow them to observe other classrooms, work with an assigned teacher mentor after hours, etc). Progress Monitoring : Use of surveys (quarterly) to determine PLC, PD effectiveness and next PD needs. Weekly classroom walkthroughs.

Person Responsible Sheila Blue (sblue@mgtconsulting.com)

Designate RTI liaisons for each grade level: 1 for reading and 1 for Math. These teachers will provide additional support to other teachers on the team, organize materials, and progress monitor students during the implementation of tiered interventions. Supports may include stipends, t-payroll, materials, PD, and substitute coverage. Progress monitoring: response to RTI data, teacher surveys, ABC data for school.

Person Responsible Anna Brown (anna.brown@sdhc.k12.fl.us)

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

N/A

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.

Robles Elementary will build a positive school culture and environment by creating positive classroom environments, implementing a House System to build bonds across students, teachers, staff and parents, creating a Calm Room and social skills groups for students to learn and use techniques for regulating their emotions. We will utilize the Foundations Team and Student Leadership Committees to promote positive school wide behavior. We will utilize the Rtl-B resource teacher to monitor and support student behavior throughout the school. Parent Liaisons will work with families and the community to meet the needs of our students.

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: Culture & Environment: Early Warning Systems				\$304,590.61
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	1.0	\$68,847.02
			<i>Notes: Rtl-A Resource Teacher-Oversee the RTI Academic Tier 2 and Tier 3 interventions for K-5. Progress monitor the RTI data provided including attendance. To analyze data with teachers and leaders to create and execute interventions. To check fidelity of the RTI process and implementation including required RTI academic documentation.</i>			
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	1.0	\$49,382.42
			<i>Notes: Math Resource Teacher-Supports teachers in grades K-5. To continue to conduct coaching cycles to improve instructional practice and lead teachers to internalize standards. To analyze data with teachers and leaders to create and execute whole group and small group plans in addition to tutorials and ELP. To train teachers on current and relevant practices for the classroom.</i>			
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	1.0	\$49,382.42
			<i>Notes: Science Resource- Supports teachers in grades K-5. To continue to conduct coaching cycles to improve instructional practice and lead teachers to internalize standards. To analyze data with teachers and leaders to create and execute whole group and small group plans in addition to tutorials and ELP. To provide standards based learning opportunities in STEM lab and Robotics for 800 students in grades K-5. To train teachers on current and relevant practices for the classroom.</i>			

	5100	510-Supplies	3761 - Robles Elementary School	UniSIG		\$10,310.09
			Notes: Math Manipulatives-Purchase math manipulatives to be used by approximately 800 students in grades K-5. The use of manipulatives helps students with their mathematical thinking skills. They can connect their learning for a deeper understanding of mathematical concepts.			
	6400	310-Professional and Technical Services	3761 - Robles Elementary School			\$0.00
			Notes: Math PD-Contract with Sue O'Connell to provide training to 22 teachers in grades K-5 for 2 days in October 2020 and 2 days in January 2021. Training topics will include unpacking the standards. Ms. O'Connell has decades of experience supporting teachers. She was a former elementary teacher, reading specialist and math coach. She is the lead author of Math in Practice which is a resource used by Hillsborough County.			
	6400	310-Professional and Technical Services	3761 - Robles Elementary School			\$0.00
			Notes: Reading PD-Contract with Diana Carry to provide training to 22 teachers in grades K-5 for 8 days in fall. Training topics will include unpacking the standards. Dr. Carry has decades of experience supporting teachers. She was a classroom teacher, curriculum coach, principal and a senior district administrator. She will provide teacher training on standards driven teaching.			
	5100	319-Technology-Related Professional and Technical Services	3761 - Robles Elementary School	UniSIG		\$2,360.00
			Notes: Brain Pop-School wide Edition Brain Pop subscriptions will be purchased for 800 grades K-5 students to enhance student engagement and improve student learning. Brainpop is a group of educational videos for students covering cross curricular content i.e. math, reading, social studies, math and technology			
	5100	319-Technology-Related Professional and Technical Services	3761 - Robles Elementary School	UniSIG		\$2,250.00
			Notes: Flocabulary-School Edition Flocabulary subscriptions will be purchased for 800 students in grades K-5 students to enhance student engagement and improve student learning. Flocabulary enhances vocabulary development through songs and videos.			
	5100	520-Textbooks	3761 - Robles Elementary School	UniSIG		\$1,700.00
			Notes: Legends of Learning- School Edition Legends of Learning subscriptions will be purchased for 800 students grades K-5 students to enhance student engagement and improve student learning through an interactive standards based math and science games.			
	5100	360-Rentals	3761 - Robles Elementary School	UniSIG		\$3,200.00
			Notes: NearPod-School wide Edition License subscription Nearpod software subscriptions will be purchased for grades K-5 students to enhance student engagement and improve student learning. Nearpod is a student engagement platform. Teachers create interactive lessons/presentations and they contain quizzes.			
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG		\$9,400.00
			Notes: Book Study- T-Payroll-Teaching with Poverty in Mind-All instructional staff participate in a 12 hour book study and discussion sessions learning about the effects of poverty on student learning and the relationship to planning for instruction. Teachers will learn instructional strategies to engage students in meaningful ways.			
	6400	520-Textbooks	3761 - Robles Elementary School	UniSIG		\$565.14
			Notes: Book Study Materials- Teaching with Poverty in Mind-All instructional staff participate in a 12 hour book study and discussion sessions learning about the effects of poverty on student learning. Teachers will learn to recognize behavior triggers and how to deescalate behaviors.			

5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG		\$12,600.00
		<i>Notes: Book Study- T-Payroll-Engaging with Poverty in Mind-All instructional staff participate in a 12 hour book study and discussion sessions learning about the effects of poverty on student learning and the relationship to planning for instruction. Teachers will learn instructional strategies to engage students in meaningful ways.</i>			
6400	520-Textbooks	3761 - Robles Elementary School	UniSIG		\$1,886.50
		<i>Notes: Book Study Materials- Engaging with Poverty in Mind-All instructional staff participate in a 12 hour book study and discussion sessions learning about the effects of poverty on student learning and the relationship to planning for instruction. Teachers will learn instructional strategies to engage students in meaningful ways.</i>			
5100	510-Supplies	3761 - Robles Elementary School	UniSIG		\$3,286.91
		<i>Notes: Teachers will need access to a variety of materials in order to deliver high quality lessons and students to complete high quality work. These materials will include: binders, paper clips, staples, tape, chart paper, pencils, crayons, post-its, Expo markers, index cards, highlighters, notebook paper, scissors, card stock, copy paper- white and colored, tab divider, page protectors, folders, chart paper markers, erasers, construction paper, toner, rolls of poster paper, lamination rolls/sheets, pens, bulletin board paper/rolls, Sharpie markers, colored pencils, markers, Expo erasers, magnets for white boards, binder clips, vinyl, spiral notebooks, composition notebooks.</i>			
5100	210-Retirement	3761 - Robles Elementary School	UniSIG	1.0	\$5,831.34
		<i>Notes: Rtl Retirement 8.47%</i>			
5100	220-Social Security	3761 - Robles Elementary School	UniSIG	1.0	\$4,268.52
		<i>Notes: Rtl FICA 6.2%</i>			
5100	220-Social Security	3761 - Robles Elementary School	UniSIG	1.0	\$998.28
		<i>Notes: Rtl Medicare 1.45%</i>			
5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG	1.0	\$351.12
		<i>Notes: Rtl Workers Comp .51%</i>			
5100	231-Health and Hospitalization	3761 - Robles Elementary School	UniSIG	1.0	\$13,080.93
		<i>Notes: Rtl Health Ins 19%</i>			
5100	210-Retirement	3761 - Robles Elementary School	UniSIG	1.0	\$4,182.69
		<i>Notes: Math Resource Teacher-Retirement 8.47%</i>			
5100	220-Social Security	3761 - Robles Elementary School	UniSIG	1.0	\$3,061.71
		<i>Notes: Math Resource Teacher-FICA 6.2%</i>			
5100	220-Social Security	3761 - Robles Elementary School	UniSIG	1.0	\$716.05
		<i>Notes: Math Resource Teacher-Medicare 1.45%</i>			
5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG	1.0	\$251.85

			<i>Notes: Math Resource Teacher-Workers Comp .51%</i>			
5100	231-Health and Hospitalization	3761 - Robles Elementary School	UniSIG	1.0	\$9,382.66	
			<i>Notes: Math Resource Teacher-Health Ins 19%</i>			
5100	210-Retirement	3761 - Robles Elementary School	UniSIG	1.0	\$4,182.69	
			<i>Notes: Science Resource- Retirement 8.47%</i>			
5100	220-Social Security	3761 - Robles Elementary School	UniSIG	1.0	\$3,061.71	
			<i>Notes: Science Resource- FICA 6.2%</i>			
5100	220-Social Security	3761 - Robles Elementary School	UniSIG	1.0	\$716.05	
			<i>Notes: Science Resource- Medicare 1.45%</i>			
5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG	1.0	\$251.85	
			<i>Notes: Science Resource- Workers Comp .51%</i>			
5100	231-Health and Hospitalization	3761 - Robles Elementary School	UniSIG	1.0	\$9,382.66	
			<i>Notes: Science Resource- Health Ins 19%</i>			
6400	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG		\$10,800.00	
			<i>Notes: The trainings will consist of Math, ELA/Writing, Science, and Technology (Achieve 3000 and iReady). The trainings will be conducted by resource teachers after school or on Saturday. They will 30 teachers participate in the 4 trainings for 6 hours per training at \$15 per hour which equals 10,800.</i>			
6300	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG		\$18,900.00	
			<i>Notes: The school is requesting to use the funds for teacher to conduct standards based planning after school hours(6300/120). They will focus on all academic areas. Each academic area will be supported by resource teachers. This will include 30 teachers for 3 hours a week for 6 weeks at \$35 per hour=18,900</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction			\$0.00	
3	III.A.	Areas of Focus: -- Select below --:			\$0.00	
				Total:	\$314,070.00	