

Hillsborough County Public Schools

Mango Elementary School



2021-22 Schoolwide Improvement Plan

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Mango Elementary School

4220 HWY 579, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Sabrina Ruiz

Start Date for this Principal: 10/15/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (41%) 2016-17: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Mango Elementary School

4220 HWY 579, Seffner, FL 33584

[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>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">92%</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;">84%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every student will believe, achieve, and succeed.

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:

Every student will reach their highest potential.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Ruiz, Sabrina	Principal	<p>Collaborate and problem solve to ensure the implementation of high-quality instruction practices utilizing the RTI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels.</p> <p>Support the implementation of high-quality instructional practices at the core and intervention/enrichment</p> <p>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.</p> <p>Communicate schoolwide data to PLC and facilitate problem solving within the content/grade level teams.</p> <p>Design and implement the School Improvement Plan</p> <p>Manage the daily operations of the school</p> <p>Provide instructional leadership to achieve the goals outlined in the School Improvement Plan</p> <p>Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</p> <p>? Administers and develops educational programs for students with mental or physical disabilities.</p> <p>? Confers with teachers, students, and parents concerning educational and behavioral problems in school.</p> <p>? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</p> <p>? Requisitions and allocates supplies, equipment, and instructional material as needed.</p> <p>? Directs preparation of class schedules, cumulative records, and attendance reports.</p> <p>? Walks about school building and property to monitor safety and security.</p> <p>? Plans and monitors school budget.</p> <p>? Plans for and directs building maintenance.</p> <p>? Performs any other duties as assigned.</p> <p>Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.</p>
Parke, Kimberly	Assistant Principal	<p>Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>informative, and non-evaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other’s feelings; is adaptable Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. ? Establishes systematic processes to receive and provide feedback about the progress of work being done. ? Leads by example, setting goals that encourage self and others to reach higher standards. ? Holds high and positive expectations for the growth and development of all stakeholders, including self. ? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. ? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. ? Assists with oversight of and responsibility for the school’s instructional program and its results. ? Assists with oversight of and responsibility for the safety and discipline of school’s students. ? Assists with oversight of and responsibility for the school’s human resources selections, management, and development. ? Assists with oversight of and responsibility for the school’s business and research efforts. ? Assists with oversight of and responsibility for the accuracy and timeliness of the school’s records and reports. ? Assists with oversight of and responsibility for the school’s administration and operation. ? Assists with oversight of and responsibility for the school’s property and physical plant.</p>

Name	Position Title	Job Duties and Responsibilities
		? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. ? Performs any other duties as assigned.

Demographic Information

Principal start date

Thursday 10/15/2020, Sabrina Ruiz

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.*

1

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.*

10

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

730

Identify the number of instructional staff who left the school during the 2020-21 school year.

13

Identify the number of instructional staff who joined the school during the 2021-22 school year.

18

Demographic Data

Early Warning Systems

2021-22

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	108	106	124	100	117	0	0	0	0	0	0	0	691
Attendance below 90 percent	67	40	37	46	32	34	0	0	0	0	0	0	0	256
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
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 FSA ELA assessment	0	0	0	12	34	42	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	28	56	0	0	0	0	0	0	0	95
Number of students with a substantial reading deficiency	0	21	55	73	38	60	0	0	0	0	0	0	0	247

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	8	12	0	0	0	0	0	0	0	0	21

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	1	2	13	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 11/17/2021

2020-21 - 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	103	104	117	106	110	117	0	0	0	0	0	0	0	657
Attendance below 90 percent	26	30	34	30	29	27	0	0	0	0	0	0	0	176
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	6	30	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	36	0	0	0	0	0	0	0	43

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	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	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	0

2020-21 - 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	103	104	117	106	110	117	0	0	0	0	0	0	0	657
Attendance below 90 percent	26	30	34	30	29	27	0	0	0	0	0	0	0	176
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	30	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	36	0	0	0	0	0	0	0	43

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	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	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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	52%	57%	43%	52%	56%
ELA Learning Gains				50%	55%	58%	48%	52%	55%
ELA Lowest 25th Percentile				40%	50%	53%	43%	46%	48%
Math Achievement				28%	54%	63%	36%	55%	62%
Math Learning Gains				27%	57%	62%	40%	57%	59%
Math Lowest 25th Percentile				19%	46%	51%	37%	44%	47%
Science Achievement				43%	50%	53%	37%	51%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	35%	52%	-17%	58%	-23%
Cohort Comparison						
04	2021					
	2019	32%	55%	-23%	58%	-26%
Cohort Comparison		-35%				
05	2021					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	54%	-24%	62%	-32%
Cohort Comparison						
04	2021					
	2019	21%	57%	-36%	64%	-43%
Cohort Comparison		-30%				
05	2021					
	2019	29%	54%	-25%	60%	-31%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	51%	-8%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostics-K-5 ELA & Math
 District Created Science Monthly Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	23	28
	Economically Disadvantaged	13	20	26
	Students With Disabilities	0	0	2
	English Language Learners	2	3	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	15	21
	Economically Disadvantaged	8	14	19
	Students With Disabilities	0	0	2
	English Language Learners	4	2	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	34	30
	Economically Disadvantaged	11	30	27
	Students With Disabilities	1	2	1
	English Language Learners	1	5	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	23	21
	Economically Disadvantaged	5	21	20
	Students With Disabilities	1	1	2
	English Language Learners	2	3	5
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	38	16
	Economically Disadvantaged	23	36	15
	Students With Disabilities	4	5	0
	English Language Learners	6	10	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	5	14
	Economically Disadvantaged	5	4	14
	Students With Disabilities	1	3	1
	English Language Learners	2	3	2

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	28	18
	Economically Disadvantaged	18	26	18
	Students With Disabilities	1	0	0
	English Language Learners	3	4	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	17	11
	Economically Disadvantaged	5	15	9
	Students With Disabilities	0	0	0
	English Language Learners	1	2	3

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	30	10
	Economically Disadvantaged	10	26	10
	Students With Disabilities	0	1	1
	English Language Learners	1	2	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	18	11
	Economically Disadvantaged	5	16	10
	Students With Disabilities	1	1	1
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	11	30	38
	Economically Disadvantaged	10	26	37
	Students With Disabilities	0	1	1
	English Language Learners	1	2	1
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	35	42	21	47	42	29				
ELL	22	67		24	59		23				
BLK	33	48	55	33	36	27	33				
HSP	24	43	58	26	39	54	23				
MUL	42			50							
WHT	42	54		45	41		50				
FRL	30	48	58	32	41	52	32				
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	21	39	32	16	29	19	40				
ELL	24	38	42	19	16	7	35				
BLK	28	45	35	16	26	33	28				

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
HSP	36	46	44	32	26	6	46				
MUL	33			25							
WHT	52	59	36	32	27	13	46				
FRL	36	49	40	26	25	19	40				
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	18	35	21	23	34	31	23				
ELL	32	47	36	26	36	35	15				
BLK	33	49	47	19	38	43	19				
HSP	46	47	32	40	41	50	35				
MUL	50										
WHT	45	46	54	47	42	15	58				
FRL	42	47	44	35	40	37	35				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

7 subgroups scored below the federal index of 41%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA is showing the greatest need for Improvement with 31% proficient. 3rd grade showed lowest proficiency at 26%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Reading Coach was on leave. Planning was not collaborative.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Learning gains in Math showed most improvement rising to 50%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our Transformation Area Coach began weekly collaborative planning focused on data review and student misconceptions with our Math teachers in grades 4 & 5.

What strategies will need to be implemented in order to accelerate learning?

1:1 Student Goal Setting to increase student engagement
 Collaborative Planning Focused on Standard Alignment, Teacher Clarity, and Student Engagement
 Differentiation as focus for Coaching Push in Support

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In order to enhance 50 minute collaborative planning sessions, Teachers will be given 4 hours each quarter of the school year for instructor duties added (non-student) to include planning ELA, Math & Science units and curriculum, analyzing data, and/or PLC's in a collaborative setting. All grade levels, including resource coaches and special area teachers, will be selected to participate with a total of approximately 45 staff for the time frame of August 2021-May 2022 and will be paid their hourly rate of pay (approximated as \$36/hour).

Walk through and classroom observations will be part of the monitoring conducted by the Administration team to ensure that learning tasks are aligned with standards and collaborative plan.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Weekly monitoring of student progress on Achieve 3000 and iReady to ensure fidelity of program use with 2 articles/lessons passed at 75% or higher on the first try for students in grades 3-5. Monthly data chats with each grade level to occur last Thursday of each month will focus on % of students showing proficiency on site-based common assessment, district created PMA's, and most current diagnostic results to set class and individual student goals and address any barriers to meeting goal of at least 45% proficiency in each ELA class.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Using the 5 Why Protocol we uncovered along with recent trend data from classroom walk-throughs and informal/formal observation data, teacher lesson plans and learning tasks designed by teachers did not always meet grade level standards nor demonstrate proficient content knowledge. Further findings included:
 Majority of students not performing at Achievement Level Descriptors 3+ in Reading and Math.
 Students have not mastered grade level standards as shown on 2021 spring FSA data for ELA-31% proficient & Math-33% proficient. Science proficiency in 5th grade also dropped 12 points from the previously tested year showing proficiency at 31%.
 Students are not consistently given grade appropriate tasks that are aligned to the standard.
 Inconsistent collaborative planning sessions that focus on surface level aspects/tasks. Based on recent trend data from walk-throughs, observations, lesson plans, teachers do not have clarity around appropriate tasks and the success criteria that leads to standard mastery.

Measurable Outcome: 50% of students in grades 3-5 will perform on or above grade level as measured by Reading & Math iReady Diagnostic 3 administered Spring 2022. With the support of Math Coach and Reading Coach grades 3, 4, and 5 will meet 2x weekly for 50 minutes each session to collaboratively plan standards aligned lessons with clear lesson tasks. Reading and Math Coach will also push in daily to support core content. Coaches will provide data support to the grade levels in planning lessons responsive to student needs and monitor school-wide data in order to help meet the needs of all students. Teachers K-5 will participate in PLC sessions and grade level planning sessions to increase teacher content knowledge and align student learning tasks to grade level standards.

Daily academic schedule and planning sessions (ELA, Math, Science) to be approved and monitored by admin on weekly basis through learning walks and admin attendance at collaborative planning session. Admin will conduct weekly learning walks focused on Domain 3 of the EET rubric to measure improvements in teacher clarity. September learning walks will be conducted to collect baseline data. Subsequent cycles October-May will be used to gather percentage of increase towards accomplished and exemplary ratings in Domain 3.

Monitoring: During quarterly data chats, walkthrough data and student assessments will be reviewed to verify correlations between teacher clarity and increased student performance. Leadership will create/use checklist addressing teacher clarity of standards aligned instruction, lesson outcomes & create walk-through schedule to focus on low performing ESSA subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL). Administration will conduct consistent walk-throughs, follow-ups and data collection to ensure implementation of planned grade level appropriate lessons and communicate trends to individual teachers and faculty.
 Person responsible principal Sabrina Ruiz

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: 1:1 Student Goal Setting to increase student engagement
 Collaborative Planning Focused on Standard Alignment, Teacher Clarity, and Student Engagement
 Differentiation as focus for Coaching Push in Support

Rationale for Evidence-based Strategy: 1:1 Student Goal Setting, Collaborative Planning Focused on Standard Alignment/Teacher Clarity & Differentiation as focus for Coaching Push in Support are all strategies that share effect sizes above .41 supporting a year's worth of growth as outlined in Visible Learning by Doug Fisher.

Action Steps to Implement

Reading coach will offer planning support in grades 3-5, push in support for core instruction focused on differentiation for lowest performing ESSA subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students in Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule approved and monitored by admin on a weekly basis. The two days of 50 minute Grade Level Common Planning for 3rd-5th grade teachers will be led by Reading Coach and monitored by Admin. Coach will develop planning protocol to be completed during these collaborative planning sessions with grade levels each week. Teachers will use item specs and ALD's when planning. Walk through and classroom observations will be used for monitoring.

Alicia Palmer: Reading Coach 3-5-hire action completed.

Person Responsible is the Principal - Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Math coach will offer planning support in grades 3-5, push in support for core instruction focused on differentiation for lowest performing subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students in Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule to be approved and monitored by admin on a weekly basis. The two days of 50 minute Grade Level Common Planning for 3rd-5th grade teachers will be led by Math Coach and monitored by Admin. Coach will develop planning protocol to be completed during these collaborative planning sessions with grade levels each week. Teachers will use item specs and ALD's when planning. Walk through and classroom observations will be used for monitoring.

Kim Hunter: Math Coach 3-5-hire action completed

Person responsible is the Principal Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Two days of 50 minute Grade Level Common Planning for 1st-5th grade teachers outlined in Master Schedule. Planning to be lead by Math and ELA coaches and monitored by Admin. Schedule will begin 8/2021 and end 5/2022. Coaches will develop planning protocol to be completed during collaborative planning sessions with grade levels each week. Included in protocol will be the development of exemplars for the week, a look at common assessment results, & planning for student misconceptions. Teachers will use item specs and ALD's when planning. Content coaches will support teachers with their understanding of the standards to be taught. Tasks and questions will be shared during these sessions. The alignment of the tasks to the standards being taught will be discussed. Informal assessments to monitor clarity around appropriate tasks, & texts.

Monitoring: Walkthroughs to look for implementation of clarity as relates to standards aligned tasks; & common assessment data

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Hire Parent Family Engagement Liaison who will be Responsible for bridging the gap between parents and teachers to support student achievement and improved student attendance in grades Kg-5th. PFEL will work with Community Resource teacher to survey needs of stakeholders and build wrap around programming to support needs. Needs to be addressed include academic areas uncovered during 50 minute grade level common planning sessions. The PFEL will communicate strategies and provide resources to parents quarterly to address academic concerns of lowest performing subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL). Role and duties will be monitored by Admin through PTSA minutes and goal tracking as well as monthly attendance reports, observations and evaluations. Position to begin 8/2021 and end 6/2022.

Kerri Blosser: PFE Liaison-hire action completed

Person responsible is principal Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Title1 Aide will support 1-5 iReady and Imagine Learning programming fidelity with focus on time on task and lesson pass rate 70%+ during daily lab schedule.

Teacher Asst/KG Aide will support iReady and Imagine Learning program fidelity with focus on time on task and lesson pass rate 70%+ daily and provide differentiated small group support for KG students.

Teacher Asst for grades 1-5 will offer daily differentiated small group support for Tier 2 students.

These positions support focus of collaborative planning by affording classroom teachers the uninterrupted time to implement 50 min planning sessions. The data for iReady and Imagine Learning usage and pass rates will also be used to plan for ELA & Math remediation and spiral review needed for students in KG-5th.

Monitored by grade level team leaders and Admin through walkthroughs, lesson plan reviews, scheduling approval, & student work samples.

Person responsible is principal Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Parent and Family Engagement materials to be ordered and housed in PFE resource center. As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Science Resource Teacher will be responsible for supporting K-5 teachers with science. The resource teacher will plan with 3rd-5th grade teachers on specific science standards. Using the data from assessments, the resource teacher will provide targeted small group instruction. The administrative team will progress monitor the data and planning session and provide support. The team will conduct walkthroughs and provide feedback to the science resource teachers. Based on the trends, the science resource teacher will support teachers in their planning sessions to improve academic achievement.

Walk through and classroom observations will be used for monitoring.

Person responsible is principal Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Penda learning is a digital curriculum that fosters and accelerates mastery of science for students in grades 3-5. This program will be used in and out of the classroom.

The administrative team and science resource teacher will monitor the students' progress on PENDA. The team will conduct PD to ensure the digital curriculum is completed with fidelity. Based on the data, the teachers will be able to plan lesson and provide specific assessments for their students.

Walk through and classroom observations will be part of the monitoring. Penda Learning usage data and student proficiency with the standards will also be used as part of monitoring of this action step.

Person responsible is principal Sabrina Ruiz

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Purchase online subscription Nearpod. The subscription will increase student engagement with collaborative activities and formative assessments in the classroom in grades KG-5th. The teachers will be able to utilize assessments drive insights into student learning. They will know where every student is in their learning and adapt instruction in real time with in the moment feedback. The administrative team will progress monitor the data and provide feedback and support to teachers. Based on the feedback, a plan will be created to ensure students are meeting the standard. Nearpod will also be utilized to build lesson sequences during 50 minute common planning sessions.

Walk through and classroom observations will be part of the monitoring. NearPod usage data and student proficiency with the standards will also be used as part of monitoring of this action step.

Person responsible is principal Sabrina Ruiz

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Order 12 Newline Interactive Boards, Scholastic News Subscriptions (K-5) along with 20 Teacher Laptops to increase student engagement during lessons and promote efficient collaborative planning sessions outlined on Master Schedule. Student outcomes include authentic learning activities that have real-world relevance requiring students to take ownership to complete the activities presented by the teacher. These resources allow for complex tasks to be investigated by students over a sustained period of time, provide the opportunity for students to examine the task from various perspectives, using a variety of resources. Additionally, these educational resources provide the opportunity for students to collaborate with each other and to reflect on their learning, can be integrated across various content areas and can be integrated with formal and informal assessments.

Walk through and classroom observations will be part of the monitoring conducted by the Administration team.

Person responsible is principal Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Order PD resources to support monthly book study on topics designed to minimize disruptions to teaching, keep students in class and engaged in learning: 20 Discipline with Dignity & Fostering Resilient Learners Monitoring will occur through monthly review of school-wide discipline data and PBIS student incentive participation in monthly events.

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Contract with Teacher Learning Center for 4 hours of professional development for entire staff focused on coaching/training sessions with Brian Mendler. Sessions will occur quarterly and will support school-wide

book studies which focus on minimizing disruptions to teaching, keep students in class and engaged in learning.

Walk through and classroom observations will be part of the monitoring conducted by the Administration team to ensure fidelity and authenticity of implementation of strategies learned.

Person responsible is principal Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Additional reading coach will offer planning support in grades Kg-2nd, push-in support for core instruction focused on differentiation for lowest performing ESSA subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule to be approved and monitored by admin on a weekly basis. The two days of 50 minute Grade Level Common Planning for Kg-2nd grade teachers will be led by Reading Coach and monitored by Admin. Coach will develop planning protocol to be completed during these collaborative planning sessions with grade levels each week.

Walk through and classroom observations will be part of the monitoring conducted by the Administration team

Person responsible is principal Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Additional math resource teacher will offer planning support grades Kg-2nd, push-in support for core instruction focused on differentiation for lowest performing subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule is approved and monitored by admin on a weekly basis. The two days of 50 minute Grade Level Common Planning for Kg-2nd grade teachers will be led by Math Coach and monitored by Admin. Coach will develop planning protocol for use during these collaborative planning sessions with grade levels each week. Protocol will include exemplars for the week, a look at common assessment results, & planning for student misconceptions. Teachers will use item specs and ALD's when planning.

Monitoring: Walk through and classroom observations conducted by the Administration team

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Provide Extended Learning Activities for Students-Day time tutor: (1 teacher/12 hours per week/35 weeks/ Aug. 30-April 30)

The academic focus for day-time tutorial will be grades 3-5, specifically students scoring level 2 in Reading and Science on FSA 2020-21 school year. This will include approximately 15-20 students in each grade level (3rd-5th). The estimated time frame for this tutorial will be August 30,2021 through April 30,2022 including 12 hours per week for 35 weeks. Personnel selected to support this activity will be one certified effective State VAM teacher who will be paid the district's tutorial rate of \$27.00 per hour.

Walk through and classroom observations during the extended learning time will be part of the monitoring conducted by the Administration team to ensure that learning tasks are aligned with standards and collaborative plan.

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Provide Extended Learning Activities for Students-After school tutorial: (8 teachers/4 hours per week/15 weeks/Oct. 15-March 31)

Academic focus for after school tutorial will be grades 3-5, specifically students performing below grade level (FSA Level 1) for the time frame of Oct.-Dec. 2021 (7 weeks) in the areas of Phonics and Vocabulary for ELA and overall Math skills including basic computation and problem solving. The academic focus will shift to students scoring FSA High Level 2's and Level 3's in grades 3-5 in the areas of reading comprehension for ELA and problem solving for Math based on current data for the time frame of Jan. through March 2022 (8 weeks). This activity supports student-centered discussion during collaborative planning as it relates to mastery of grade level ELA/Math standards. Instructors will be 8 effective and/or highly effective State VAM teachers.

Monitoring: Walk through and classroom observations during the extended learning time.

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Provide Extended Learning Activities for Students-Saturday School: (8 teachers/4 hours each Saturday/15 weeks/Oct. 15-March 31)

The academic focus for Saturday tutorial will be all students in grades 4-5 for the time frame of Oct. 15-March 31,2022 in the areas of Writing and Science which will include differentiated 4th and 5th grade level standards based on the needs of the students from current data sources. This will include approximately 100 students from 4th grade and 100 students from 5th grade. These learning opportunities will further support student centered discussion during collaborative planning as it relates to mastery of Science and Writing standards. Personnel selected to support this activity will be 8 effective and/or highly effective State VAM teachers who will be paid the district's tutorial rate of \$27.00 per hour.

Walk through and classroom observations during the extended learning time will be part of the monitoring conducted by the Administration team to ensure that learning tasks are aligned with standards and collaborative plan.

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Instructor Duties added (non-student): (6 hours of planning each quarter/45 teachers)

In order to enhance 50 minute collaborative planning sessions, Teachers will be given 4 hours each quarter of the school year for instructor duties added (non-student) to include planning ELA, Math & Science units and curriculum, analyzing data, and/or PLC's in a collaborative setting. All grade levels, including resource coaches and special area teachers, will be selected to participate with a total of approximately 45 staff for the time frame of August 2021-May 2022 and will be paid their hourly rate of pay (approximated as \$36/hour).

Walk through and classroom observations will be part of the monitoring conducted by the Administration team to ensure that learning tasks are aligned with standards and collaborative plan.

Person responsible is Principal Sabrina Ruiz

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The state recently passed HB 7011, which established the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the Florida DOE. The RAISE program establishes criteria for identifying elementary schools needing additional support in reading. This need was identified for our school based on having average proficiency levels below 50% on the 3rd, 4th and/or 5th grade FSA in 2021. Our average ELA proficiency on FSA 2021 was 31%. According to EDUDATA school report card for Mango Elementary, specific subgroups to address include Black, Hispanic, Multi-racial, SWD, ELLs, Economically Disadvantaged, Male & Female who all earned less than 50% of total points to be earned to contribute to our school grade.

Measurable Outcome: Our measurable outcome is to increase our average ELA proficiency in grades 3-5 to 45% on FSA in spring 2021.

Weekly monitoring of student progress on Achieve 3000 and iReady to ensure fidelity of program use with 2 articles/lessons passed at 75% or higher on the first try for students in grades 3-5.

Monitoring: Monthly data chats with each grade level to occur last Thursday of each month will focus on % of students showing proficiency on site-based common assessment, district created PMA's, and most current diagnostic results to set class and individual student goals and address any barriers to meeting goal of at least 45% proficiency in each ELA class.

Person responsible for monitoring outcome: Sabrina Ruiz (sabrina.ruiz@hcps.net)

Evidence-based Strategy: Fidelity to Program use: iReady, Ready LAFS, & Achieve 3000 (RTI Tier 2 all students in grades 3-5); LLI reading program, BrainSpring, Imagine Learning, & iReady Teacher Toolkit Lessons (RTI Tier 3 select subgroups-ESE, ELL, BQ)
1:1 student goal setting
Teacher Feedback

Rationale for Evidence-based Strategy: Response to Intervention, Interventions for SWD, & 1:1 Student Goal Setting, all strategies that share effect sizes well above .41 supporting a year's worth of growth as outlined by the work of John Hattie and detailed in "Visible Learning" by Doug Fisher.

Action Steps to Implement

Reading coach will offer planning support in grades 3-5, push in support for core instruction focused on differentiation for lowest performing ESSA subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students in Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule approved and monitored by admin on a weekly basis. The two days of 50 minute Grade Level Common Planning for 3rd-5th grade teachers will be led by Reading Coach and monitored by Admin. Coach will develop planning protocol to be completed during these collaborative planning sessions with grade levels each week. Teachers will use item specs and ALD's when planning. Walk through and classroom observations will be used for monitoring.

Alicia Palmer: Reading Coach 3-5-hire action completed.

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Provide Extended Learning Activities for Students-Day time tutor using LLI: (1 teacher/12 hours per week/ 35 weeks/Aug. 30-April 30)

The academic focus for day-time tutorial will be grades 3-5, specifically students scoring level 2 in Reading on FSA 2020-21 school year. This will include approximately 15-20 students in each grade level (3rd-5th). The estimated time frame for this tutorial will be August 30,2021 through April 30,2022 including 12 hours per week for 35 weeks. Personnel selected to support this activity will be one certified effective State VAM teacher who will be paid the district's tutorial rate of \$27.00 per hour.

Walk through and classroom observations during the extended learning time will be part of the monitoring conducted by the Administration team to ensure that learning tasks are aligned with standards and collaborative plan.

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Provide Extended Learning Activities for Students-After school tutorial: (8 teachers/4 hours per week/15 weeks/Oct. 15-March 31)

Academic focus for after school tutorial will be grades 3-5, specifically students performing below grade level (FSA Level 1) for the time frame of Oct.-Dec. 2021 (7 weeks) in the areas of Phonics and Vocabulary for ELA. The academic focus will shift to students scoring FSA High Level 2's and Level 3's in grades 3-5 in the areas of reading comprehension for ELA based on current data for the time frame of Jan. through March 2022 (8 weeks). This activity supports student-centered discussion during collaborative planning as it relates to mastery of grade level ELA standards. Instructors will be 8 effective and/or highly effective State VAM teachers.

Monitoring: Walk through and classroom observations during the extended learning time.

Person Responsible Kimberly Parke (kimberly.parke@hcps.net)

Weekly ELA walk through and classroom observations will be part of the monitoring and feedback cycles using The Four Principles of Excellent Instruction as connected to Mango's Look Fors 2021-2022. The coach and Admin team will conduct 5 feedback cycles per week in ELA beginning October 2021.

Person Responsible Sabrina Ruiz (sabrina.ruiz@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Mango elementary is considered in the "very low" range at #11 out of 119 elementary schools in the county.

As part of Mango's plan, school-wide CHAMPs will be used. Clear, concise expectations will be created for each public area. Teachers will also implement CHAMPs as part of their daily classroom instruction. Mango will embed practices and language from the Seven Mindsets during our SEL instruction provided by both the classroom teacher and the School Counselor. In addition, Mango Elementary will implement PBIS, using a token economy to encourage positive behaviors inside and outside the classroom. Classroom teachers will be responsible for turning PBIS data into the Title 1 Para or RTI Resource Teacher assigned to their grade level. Results of the points will be displayed by grade level on the morning show Monday of each week.

The Student Services Team, in conjunction with administration, will complete classroom walkthroughs focused on the implementation of CHAMPs and PBIS. We will also monitor behavior tracker data on a monthly basis and provide proactive measures such as counseling, teacher coaching, and behavior plans as necessary to students who are displaying warning signs.

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.

School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. Parent Liaison will work to bridge the gap between parents and teachers to support student achievement. We work hard at building positive relationships with our families and community partners. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls, emails and texts, utilizing social media and our website to post relevant information. We make every effort to communicate every child's progress to the parent or guardian by sending home quarterly progress alerts and holding parent-teacher conferences. Mango is a Leader in Me school. This is a comprehensive school improvement model that empowers students with the leadership and life skills they need to thrive in the 21st century. All settings are structured for success, expectations for student behavior are explicitly taught through PBIS, monthly Seven Habits character skill building and daily through the Leader in Me program.

Parent and Family Engagement materials are to be ordered and housed in PFE resource center. As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parent Liaison will be Responsible for bridging the gap between parents and teachers to support student achievement and improved student attendance in grades Kg-5th. Role and duties will be monitored by Admin through PTSA minutes and goal tracking as well as monthly attendance reports, observations and evaluations.

SAC Chair will work to bridge the gap between School and Community Partners in order to positively effect student achievement.

Guidance Counselor will work to build parent and family programming through partnerships with Faith Based leaders, local businesses, PTA, and All Pro Dads chapter set to begin 9/2021. Goals will be improved student attendance, parenting education, & increased parental involvement.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$294,842.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2721 - Mango Elementary School	UniSIG	1.0	\$49,246.24
			Notes: *Math Resource Teacher to offer planning support in grades K-2, push in support for core instruction focused on differentiation for lowest performing subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students in Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule to be approved and monitored by admin on a weekly basis.			
	5100	210-Retirement	2721 - Mango Elementary School	UniSIG		\$5,328.44
			Notes: *Math Resource Teacher Retirement (10.82%)			
	5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$3,053.27
			Notes: *Math Resource Teacher FICA (6.2%)			
	5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$714.07
			Notes: *Math Resource Teacher Medicare (1.45%)			
	5100	230-Group Insurance	2721 - Mango Elementary School	UniSIG		\$9,356.79
			Notes: *Math Resource Teacher Health and Life Insurance (19%)			

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5100	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$251.16
Notes: *Math Resource Teacher Workers Comp (.51%)					
6150	150-Aides	2721 - Mango Elementary School	UniSIG	1.0	\$18,128.88
Notes: *Parent Liaison will be responsible for bridging the gap between parents and teachers to support student achievement and improved student attendance in grades Kg-5th. Role and duties will be monitored by Admin through goal tracking as well as monthly attendance reports, observations and evaluations.					
6150	210-Retirement	2721 - Mango Elementary School	UniSIG		\$1,961.54
Notes: *Parent Liaison Retirement (10.82%)					
6150	220-Social Security	2721 - Mango Elementary School	UniSIG		\$1,123.99
Notes: *Parent Liaison FICA (6.2%)					
6150	220-Social Security	2721 - Mango Elementary School	UniSIG		\$262.87
Notes: *Parent Liaison Medicare (1.45%)					
6150	230-Group Insurance	2721 - Mango Elementary School	UniSIG		\$3,444.49
Notes: *Parent Liaison Health and Life Insurance (19%)					
6150	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$92.46
Notes: *Parent Liaison Workers Comp (.51%)					
5100	150-Aides	2721 - Mango Elementary School	UniSIG	1.0	\$26,478.14
Notes: *Assistant Teacher to support iReady and Imagine Learning programming fidelity with a focus on time on task and lesson pass rate 70%+ daily as well as provide differentiated small group support for KG students.					
5100	210-Retirement	2721 - Mango Elementary School	UniSIG		\$2,864.94
Notes: *Assistant Teacher BD Lvl Retirement (10.82%)					
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$1,641.64
Notes: *Assistant Teacher BD Lvl FICA (6.2%)					
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$383.93
Notes: *Assistant Teacher BD Lvl Medicare (1.45%)					
5100	230-Group Insurance	2721 - Mango Elementary School	UniSIG		\$5,030.85
Notes: *Assistant Teacher BD Lvl Health and Life Insurance (19%)					
5100	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$135.04
Notes: *Assistant Teacher BD Lvl Workers Comp (.51%)					

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5100	120-Classroom Teachers	2721 - Mango Elementary School	UniSIG	1.0	\$69,510.20
		<i>Notes: *Math Resource Teacher to offer planning support in grades 3-5, push in support for core instruction focused on differentiation for lowest performing subgroups (SWD, Hispanic, White, Econ. Disadvantaged, Black, Multiracial, & ELL), lead differentiation planning for students in Tier 2 & 3 during weekly MTSS meetings, and lead data dives focused on common weekly assessments, diagnostics, and monthly and/or quarterly assessments. Daily schedule to be approved and monitored by admin on a weekly basis.</i>			
5100	210-Retirement	2721 - Mango Elementary School	UniSIG		\$7,521.00
		<i>Notes: *Math Resource Teacher 2 Retirement (10.82%)</i>			
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$4,309.63
		<i>Notes: *Math Resource Teacher 2 FICA (6.2%)</i>			
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$1,007.90
		<i>Notes: *Math Resource Teacher 2 Medicare (1.45%)</i>			
5100	230-Group Insurance	2721 - Mango Elementary School	UniSIG		\$13,206.94
		<i>Notes: *Math Resource Teacher 2 Health and Life Insurance (19%)</i>			
5100	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$354.50
		<i>Notes: *Math Resource Teacher 2 Workers Comp (.51%)</i>			
5100	150-Aides	2721 - Mango Elementary School	UniSIG	1.0	\$19,648.76
		<i>Notes: *Assistant Teacher will assist with small group instruction and implementing teacher developed lesson plans under the direct supervision of a classroom teacher for LYA and LYB students in 3rd-5th</i>			
5100	210-Retirement	2721 - Mango Elementary School	UniSIG		\$2,126.00
		<i>Notes: *Assistant Teacher AA Lvl Retirement (10.82%)</i>			
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$1,218.22
		<i>Notes: *Assistant Teacher AA Lvl FICA (6.2%)</i>			
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$284.91
		<i>Notes: *Assistant Teacher AA Lvl Medicare (1.45%)</i>			
5100	230-Group Insurance	2721 - Mango Elementary School	UniSIG		\$3,733.26
		<i>Notes: *Assistant Teacher AA Lvl Health and Life Insurance (19%)</i>			
5100	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$100.21
		<i>Notes: *Assistant Teacher AA Lvl Workers Comp (.51%)</i>			
5100	120-Classroom Teachers	2721 - Mango Elementary School	UniSIG		\$14,985.00

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			<i>Notes: Tutorial Stipends - The academic focus for day-time tutorial will be grades 3-5, specifically students scoring level 2 in Reading on FSA 2020-21 school year. This will include approximately 15-20 students in each grade level (3rd-5th). The estimated time frame for this tutorial will be September 1, 2021 through June, 17, 2022 including 15 hours per week for 37 weeks to be paid at district's tutorial rate of \$27.00 per hour.</i>		
5100	210-Retirement	2721 - Mango Elementary School	UniSIG		\$1,621.38
			<i>Notes: Tutorial 1-Retirement (10.82%)</i>		
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$929.07
			<i>Notes: Tutorial 1-FICA (6.2%)</i>		
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$217.28
			<i>Notes: Tutorial 1-Medicare (1.45%)</i>		
5100	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$76.42
			<i>Notes: Tutorial 1-Workers Comp (.51%)</i>		
5100	120-Classroom Teachers	2721 - Mango Elementary School	UniSIG		\$17,280.00
			<i>Notes: Tutorial 2- Afterschool tutorial will be held for 4 hours per week for 16 weeks to be paid at district's tutorial rate of \$27.00 per hour. The program will have 8 teachers for 120 students with an academic focus in ELA, Math, and Science. The students will be selected based on FSA and baseline data assessments taken in September.</i>		
5100	210-Retirement	2721 - Mango Elementary School	UniSIG		\$1,869.70
			<i>Notes: Tutorial 2-Retirement (10.82%)</i>		
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$1,071.36
			<i>Notes: Tutorial 2-FICA (6.2%)</i>		
5100	220-Social Security	2721 - Mango Elementary School	UniSIG		\$250.56
			<i>Notes: Tutorial 2-Medicare (1.45%)</i>		
5100	240-Workers Compensation	2721 - Mango Elementary School	UniSIG		\$88.13
			<i>Notes: Tutorial 2-Workers Comp (.51%)</i>		
6400	510-Supplies	2721 - Mango Elementary School	UniSIG		\$3,933.58
			<i>Notes: Books for book study: Discipline with Dignity & Fostering Resilient Learners along with supplies such as folders, paper, pens, flip chart to facilitate professional learning for collaborative planning sessions</i>		
2	III.A.	Areas of Focus: Instructional Practice: ELA			\$0.00
				Total:	\$310,008.75