

Hillsborough County Public Schools

Robles Elementary School



2021-22 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: 6/16/2021

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* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (34%) 2017-18: D (36%) 2016-17: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Perry, Rodriquez	Teacher, K-12	SAC Chair and teacher
Garnett, Tarreka	Curriculum Resource Teacher	RTI Support Personnel
Gibbons, Walter	Paraprofessional	Behavior intervention
Selph, Wallace	Principal	Oversee all school operations

Demographic Information

Principal start date

Wednesday 6/16/2021, 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.*

0

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

8

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

780

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

3

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

4

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	96	107	103	135	76	102	0	0	0	0	0	0	0	619
Attendance below 90 percent	58	46	54	81	42	50	0	0	0	0	0	0	0	331
One or more suspensions	1	5	5	7	10	4	0	0	0	0	0	0	0	32
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	32	66	0	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	37	66	0	0	0	0	0	0	0	0	103
Number of students with a substantial reading deficiency	0	8	28	37	34	28	0	0	0	0	0	0	0	135

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	5	7	10	4	0	0	0	0	0	0	0	32

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	27	0	0	0	0	0	0	0	0	0	27
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

Friday 1/14/2022

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	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	

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	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	

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				22%	52%	57%	32%	52%	56%
ELA Learning Gains				40%	55%	58%	53%	52%	55%
ELA Lowest 25th Percentile				51%	50%	53%	58%	46%	48%
Math Achievement				17%	54%	63%	25%	55%	62%
Math Learning Gains				41%	57%	62%	36%	57%	59%
Math Lowest 25th Percentile				43%	46%	51%	23%	44%	47%
Science Achievement				27%	50%	53%	26%	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	16%	52%	-36%	58%	-42%
Cohort Comparison						
04	2021					
	2019	19%	55%	-36%	58%	-39%
Cohort Comparison		-16%				
05	2021					
	2019	22%	54%	-32%	56%	-34%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	15%	54%	-39%	62%	-47%
Cohort Comparison						
04	2021					
	2019	14%	57%	-43%	64%	-50%
Cohort Comparison		-15%				
05	2021					
	2019	19%	54%	-35%	60%	-41%
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	51%	-28%	53%	-30%
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

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	19	32
	Economically Disadvantaged	16	20	32
	Students With Disabilities	16	3	21
	English Language Learners	23	15	27
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	16	26
	Economically Disadvantaged	13	16	26
	Students With Disabilities	18	13	23
	English Language Learners	11	13	10

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	24	33
	Economically Disadvantaged	19	25	34
	Students With Disabilities	25	15	13
	English Language Learners	27	37	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	12	26
	Economically Disadvantaged	7	12	26
	Students With Disabilities	7	8	20
	English Language Learners	23	17	32
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	44	46
	Economically Disadvantaged	34	44	46
	Students With Disabilities	18	24	20
	English Language Learners	27	35	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	15	25
	Economically Disadvantaged	9	15	24
	Students With Disabilities	2	0	7
	English Language Learners	8	18	26

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	41	44
	Economically Disadvantaged	36	41	44
	Students With Disabilities	33	36	40
	English Language Learners	24	27	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	12	20
	Economically Disadvantaged	9	12	20
	Students With Disabilities	23	16	26
	English Language Learners	0	4	12
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	45	48
	Economically Disadvantaged	39	44	48
	Students With Disabilities	32	32	35
	English Language Learners	38	39	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	13	21
	Economically Disadvantaged	7	11	20
	Students With Disabilities	4	7	15
	English Language Learners	3	3	8
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	11.65	18.58	
	Economically Disadvantaged	9.10	17.49	
	Students With Disabilities	20.30	36.28	
	English Language Learners	11.65	18.58	

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	24	29		18	29		22				
ELL	5	18		19	27						
BLK	17	32	35	20	33	28	17				
HSP	15			18			10				
WHT	33			8							
FRL	18	34	33	19	35	38	15				
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				

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	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	19
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	28
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	19
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
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	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Many students are 1-2 grade levels below proficiency

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

ELA, Mathematics, and Science

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

Lack of Attendance lack of solid standards based instruction. Better training for core based teachers. Improve attendance school wide.

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

none

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

There was no improvement

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

Solid standards based instruction.
Targeted small group instruction.

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.

prescriptive small group instruction
evaluation of core instruction and strategies to improve daily instruction.

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

Continued work with all stakeholders to improve instruction
continued professional development for all teachers

Part III: Planning for Improvement

Areas of Focus:

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

Instructional Priority: Effective Implementation of small group instruction during core and MTSS blocks to emphasize differentiated instruction and the acceleration of the teaching and learning of the grade level content.

Area of Focus Description and Rationale:

Robles Elementary has earned a "D" rating from the FLDOE for five years. In 2019-2020 Robles faced barriers from lack of innovative teaching strategies and classroom structures, lack of home-school connection and support, low academic achievement/growth, and teacher vacancies and turnover. In 2020-2021, Robles faced additional barriers related to the impact of COVID-19 including a large number of students enrolled in eLearning, limited attendance in eLearning classrooms, teachers who had to be on medical leave due to COVID related issues, vacancies, and long term substitutes filling instructional vacancies. The high yield strategy of small groups will allow for continued differentiation and acceleration within teaching and learning.

Measurable Outcome:

Student Outcomes:

- a. percentage of K-5 students 2+ years below grade level on iReady Reading will decrease to 50% by the end of the 2021-2022 school year.
- b. percentage of K-5 students 2+years below grade level in iReady Math will decrease to 50% by the end of the 2021-2022 school year.
- c. percentage of 3-5 students scoring Level 3 or higher in ELA will increase to 35% by the end of 2021-2022 school year.
- d. percentage of 3-5 students scoring Level 3 or higher in Math will increase to 40% by the end of the 2021-2022 school year.
- e. percentage of 3-5 students scoring Level 3 or higher in Science will increase to 35% by the end of the 2021-2022 school year.

Teacher Outcome:

By spring 2022, 100% of teachers, as evidenced in walkthroughs, will provide small group instruction that emphasizes differentiation, acceleration, centering on standards-aligned instruction.

Monitoring:

- The leadership team will conduct regular classroom walkthroughs and provide feedback to teachers on small group instructional practice based on the effectiveness and the degree to which it is being differentiated to meet students' needs.
- iReady programmatic data will be used to gauge student progress on a weekly basis through percent of accuracy on the lessons completed and quantity of lessons completed. .
- Teachers and school leaders will review instructional groupings, minutes students have been using the intervention, passing rate for student lessons, and overall progress will be monitored at the student level in both reading and math.
- District formative assessments will be utilized. Teachers will develop, administer, and analyze results from common assessments given at the classroom level.
- The Problem Solving Leadership Team will monitor all students in the MTSS process on a 6-8 week cycle and make adjustments as needed.

Person responsible for monitoring outcome:

Wallace Selph (wallace.selph@hcps.net)

Evidence-based Strategy:

1. Weekly common planning and follow up sessions focused on the planning of and the implementation of standards aligned tasks during small group instruction (both teacher led and independent practice).
2. Coaching and feedback to K-5 teachers tied to standards-aligned instruction.

3. Progress monitoring and data analysis sessions to drive instructional decisions.
4. Professional development for K-5 teachers aligned to needs based on walkthrough trends.
5. Aggressive monitoring through weekly check-ins of student progress to provide just in time feedback to students in order to support effective independent practice.
6. Weekly Lesson Rehearsals that allow teachers to practice and receive feedback on their delivery of key instructional strategies for the following weeks lessons.

**Rationale
for
Evidence-
based
Strategy:**

Based on student and teacher data, planning for standards-aligned tasks taught through small group instruction will more effectively meet students' individual needs, resulting in increased student performance. Aggressive monitoring will allow teachers to individually observe and measure students' progress in response to the instruction they have received. The teachers will provide students feedback to support effective application of new learning. Coaching with feedback and professional development will further strengthen teachers' expertise in planning and instruction.

Action Steps to Implement

Sustain current use of technology integration (1:1 laptops, interactive projectors, headphones, speakers) to impact core instruction, differentiate instruction and accelerate learning. Students in subgroups scoring below 41% (ESE/SWD, ELL, Black, Hispanic, Multiracial, White, and Economically Disadvantaged) will be individually monitored to determine baseline and growth needed to meet the grade-level standards. Technology will be used to track students' progress and adjust students' learning paths/levels. Monitoring: classroom walkthroughs and student/teacher usage and data reports from digital learning platforms will be used to adjust students' instructional paths/level and provide additional resources, as needed.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

The Reading Coach will coach, model, lesson plan, and provide professional development with a focus on small group, standards-aligned instruction with grades 3-5 teachers. The coaching and modeling will occur weekly under the supervision of the principal. Follow-up data will be collected monthly to progress monitor the implementation of coaching and transfer to classroom practices. The reading coach will meet weekly with teachers in grades 3-5 to plan effective lessons to meet the needs of students in grades 3-5. Monitoring: The principal will monitor the Reading Coach's coaching log, observe during modeling and planning sessions, and provide feedback.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

The Reading Coach will coach, model, lesson plan, and provide professional development with a focus on small group, standards-aligned instruction with grades K-2 teachers. The coaching and modeling will occur weekly under the supervision of the principal. Follow-up data will be collected monthly to progress monitor the implementation of coaching and transfer to classroom practices. The reading coach will meet weekly with teachers in grades K-2 to plan effective lessons to meet the needs of students in grades K-2. Monitoring: The principal will monitor the Reading Coach's coaching log, observe during modeling and planning sessions, and provide feedback.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide professional learning opportunities for all teachers, assistant teachers, and paras prior to the first day of school. A multi-session Literacy Academy will be provided with specific sessions to increase teacher content knowledge and instructional practices related to best practices in reading and writing instruction.

Monitoring: Administration will attend the Academy and provide support to staff during and after the Academy on the implementation of what was learned in the sessions.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide yearlong job-embedded professional development for teachers of Reading and Writing, which includes professional development sessions, modeling, and book studies to build knowledge, in class practice of skills learned in small group, in class coaching modeling skills learned, as well as lesson development sessions to strengthen planning for standards-aligned instruction. Plans will be monitored monthly by the leadership team.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide tutoring in Reading and Writing for students in grades 4-5 both during the school day, after school, and in Saturday sessions. Sessions will be coordinated by the Assistant Principal. Sessions will be conducted throughout the school year with sessions running during each of the four quarters of the school year. (starting Sept. 1, 2021 and ending May 1, 2022) Implementation and progress monitoring will be conducted quarterly by the leadership team.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

The RTI resource teacher will focus on coaching, modeling, and facilitating professional development with teachers grades K-5. The RTI resource teacher will monitor tier 2 and tier 3 interventions and provide feedback to teacher on a weekly basis. The RTI resource teacher will work under the supervision of the principal. Success of interventions will be tracked monthly to progress monitor the effects of intervention.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Paraprofessional support teachers and students during academic instruction by providing individualized support in one-on-one or in small groups. The paraprofessional will work under the supervision of the principal. Activities will be monitored by the leadership team on a quarterly basis.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Utilize the following technology programs: Nearpod, Legends of Learning, Penda Learning, Flocabulary, Discovery Education, Brain Pop, and Inner Explorer to differentiate and accelerate learning. Programs will be used throughout the school year. Program use will be monitored quarterly by the academic coaches.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Materials and books for content-focused professional development sessions, a book study, and academies related to best practices in reading and writing.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Classroom materials and supplies to facilitate best practices in reading and writing will be used to support task alignment and standards-based planning. Materials and supplies might include chart paper, dry erase boards, literacy center activities/kits, books, markers, writing paper, books for read-aloud, student books, pencils, pens, writing paper. Technology related materials and supplies include technology-based curriculum, 1:1 learning devices for students, toner, ink, flash drives, headphones, and laptop cases, etc. Math and Science include: markers, crayons, spiral notebooks, clue sticks, science lab materials, math manipulatives, copy paper, math center activities, science lab activities, legos, coding materials, etc.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Teachers will attend job-embedded professional development, including training sessions, observing other classrooms, planning instruction, etc. by providing substitutes for classroom coverage.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Students will use laptops to access electronic academic resources including iReady reading, iReady Math, Achieve 3000, Pearson Vue, Canvas learning modules, etc. to complete lessons, remediate unfinished learning, and enrich in areas of strength. These programs will be used during the day and at home to continue learning.

Monitoring: Teachers will use student data reports to monitor student progress and adjust students' paths/levels, as needed.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

The Math Resource Teacher will coach, model, lesson plan, and provide professional development with a focus on small group, standards-aligned instruction with grades K-5 teachers. The coaching and modeling will occur weekly under the supervision of the principal. Follow-up data will be collected monthly to progress monitor the implementation of coaching and transfer to classroom practices. The Math Resource Teacher will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5

Monitoring: The principal will monitor the Math Resource Teacher's coaching log, observe during modeling and planning sessions, and provide feedback.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide professional learning opportunity for all teachers, assistant teachers, and paras prior to the first day of school. A multi-session STEM Academy will be provided with specific sessions to increase teacher content knowledge and instructional practices related to best practices in math and science instruction.

Monitoring: Administration will attend the Academy and provide support to staff during and after the Academy on the implementation of what was learned in the sessions.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide yearlong job-embedded professional development for teachers of Math and Science, which includes professional development sessions, modeling, and book studies to build knowledge, in class practice of skills learned in small group, in class coaching modeling skills learned, as well as lesson development sessions to strengthen planning for standards-aligned instruction. Plans will be monitored monthly by the leadership team.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide additional tutorial in Math and Science for students both during the school day, after school, and in Saturday sessions. Sessions will be coordinated by the Assistant Principal. Sessions will be conducted throughout the school year with sessions running during each of the 4 quarters of the school year.

(starting Sept. 1, 2021 and ending May 1, 2022) Implementation and progress monitoring will be conducted quarterly by the leadership team. Students will be invited based on need for both remediation and enrichment and will be scheduled accordingly for programs.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

The Science Resource Teacher will coach, model, lesson plan, and provide professional development with a focus on small group, standards-aligned instruction with grades K-5 teachers. The coaching and modeling will occur weekly under the supervision of the principal. Follow-up data will be collected monthly to progress monitor the implementation of coaching and transfer to classroom practices. The Science

Resource Teacher will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5

Monitoring: The principal will monitor the Science Resource Teacher's coaching log, observe during modeling and planning sessions, and provide feedback.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Site resource teacher with a focus on writing to develop student writing skills in grades 4 and 5. This teacher will provide model lessons for teacher professional development, individual student support, small group instruction, and remediation for students in grades 4 and 5. Baseline writing scores will be compared to end-of-year writing scores to measure impact. Progress monitoring will occur monthly.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide one field trip to be attended by each student by grade level in K-3. Field trips are designed to enhance science standards for each grade level. Admission fees and bus transportation is provided so all students can attend.

Kindergarten to attend learning activities at Old McMickey's Farm

1st grade to attend learning activities at The Glazer Museum

2nd grade to attend learning activities at Lowry Park Zoo

3rd grade to attend learning activities at The Florida Aquarium

Person Responsible Wallace Selph (wallace.selph@hcps.net)

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

Cultural Priority: Focused on building a strong community school model intensely focused on student learning and increasing student attendance.

Area of Focus Description and Rationale: Robles Elementary has earned a "D" rating from the FLDOE for five years. In 2019-2020 Robles faced barriers from lack of innovative teaching strategies and classroom structures, lack of home-school connection and support, low academic achievement/growth, and teacher vacancies and turnover. In 2020-2021, Robles faced additional barriers related to the impact of COVID-19 including a large number of students enrolled in eLearning, limited attendance in eLearning classrooms, teachers who had to be on medical leave due to COVID related issues, vacancies, and long term substitutes filling instructional vacancies. This focus promotes, recognizes and celebrates academic achievement.

Measurable Outcome:

1. Percentage of students with zero suspensions will increase to 95% by the end of the 2021-2022 school year, by December 2021 we will have 70%.
2. Percentage of students with 90% or greater attendance will increase to 85% by the end of the 2021-2022 school year.

Monitoring:

- a. The leadership team and Student Services team will meet to discuss weekly data related to discipline and attendance and measure the effectiveness of Tier 1 attendance strategies.
- b. Specific students will be targeted for interventions based on attendance and behavioral data.
- d. All student services team members along with the Behavior Support personnel will monitor implementation and provide feedback and training to staff members as needed, based on the data.
- e. Weekly culture walks to capture evidence of positive classroom culture as evidenced by positive reinforcement tools (PBIS, Foundations, Conscious Discipline, Ron Clark Academy) will be used.

Person responsible for monitoring outcome: Wallace Selph (wallace.selph@hcps.net)

Evidence-based Strategy:

1. Professional development on SEL Social Emotional Learning will be provided to all staff.
2. Ongoing coaching and feedback to all staff.
3. Incentives/contracts for students and increased communication with parents

Rationale for Evidence-based Strategy: Based on teacher observations and student behavior data further development of teachers' understanding of SEL is needed. Developing culturally responsive classrooms will meet the needs of the student demographics and cultures represented. Extrinsic incentives will motivate students to attend school regularly. The long-range intent is to move from extrinsic to intrinsic.

Action Steps to Implement

Professional development (PBIS, Trauma-Informed Instruction), including materials and supplies, is provided to all staff to support building relationships with all stakeholders and promoting a positive school culture.

Person Responsible: Wallace Selph (wallace.selph@hcps.net)

Home-school communication is being strengthened to build a strong school community using daily academic planners, PeachJar, ParentLink, and flyers. Resources are offered to support family involvement and to build positive relationships, including parent events.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

As part of the school's student attendance incentive plan and to support academic/social growth, after-school clubs are being provided.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Implement a Food Pantry on site. Work with Feeding Tampa Bay to become a community food pantry. Food is purchased monthly to stock the pantry and stored in a freezer, refrigerator, and shelving. (Order 23000 pounds of food to distribute to families in need with students enrolled at our school.) Parent Liaison schedules parents to shop.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Parent liaison will help increase parent communication, striving to maintain an overall positive connection to the school. The parent liaison will work under the supervision of the school principal. The parent liaison will work closely with the school social worker to coordinate basic needs for families to include reducing food scarcity, providing uniforms, supplies, etc. The Parent Liaison will help monitor student attendance and communicate with parents regarding excessive absences, to encourage students to attend school regularly. Supplies purchased to support PPFE may include: copy paper, printer ink, gift cards, classroom supplies, backpacks, etc.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Paraprofessional supports teachers and students during academic instruction to provide behavioral support in one-on-one and small group settings. The paraprofessional will work under the supervision of the principal.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Two Assistant Teachers provide behavior modification support, maintain the calm room for students, coordinate PBIS implementation and incentives, and communicate with staff and parents. Activities will be monitored by the leadership team on a quarterly basis.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

#3. Instructional Practice specifically relating to ELA

Instructional Priority: Effective Implementation of small group instruction during ELA core and MTSS blocks to emphasize differentiated instruction and the acceleration of the teaching and learning of the grade level content.

Area of Focus Description and Rationale:

Robles Elementary has earned a "D" rating from the FLDOE for five years. In 2019-2020 Robles faced barriers from lack of innovative teaching strategies and classroom structures, lack of home-school connection and support, low academic achievement/growth, and teacher vacancies and turnover. In 2020-2021, Robles faced additional barriers related to the impact of COVID-19 including a large number of students enrolled in eLearning, limited attendance in eLearning classrooms, teachers who had to be on medical leave due to COVID related issues, vacancies, and long term substitutes filling instructional vacancies. The high yield strategy of small groups will allow for continued differentiation and acceleration within teaching and learning.

Measurable Outcome:

Student Outcomes:

- a. percentage of K-5 students 2+ years below grade level on iReady Reading will decrease to 50% by the end of the 2021-2022 school year.
- b. percentage of 3-5 students scoring Level 3 or higher in ELA will increase to 35% by the end of 2021-2022

Teacher Outcome:

By spring 2022, 100% of teachers, as evidenced in walkthroughs, will provide small group instruction that emphasizes differentiation, acceleration, centering on standards-aligned instruction.

Monitoring:

- The leadership team will conduct regular classroom walkthroughs and provide feedback to teachers on small group instructional practice based on the effectiveness and the degree to which it is being differentiated to meet students' needs.
- iReady programmatic data will be used to gauge student progress on a weekly basis through percent of accuracy on the lessons completed and quantity of lessons completed. .
- Teachers and school leaders will review instructional groupings, minutes students have been using the intervention, passing rate for student lessons, and overall progress will be monitored at the student level in both reading and math.
- District formative assessments will be utilized. Teachers will develop, administer, and analyze results from common assessments given at the classroom level.
- The Problem Solving Leadership Team will monitor all students in the MTSS process on a 6-8 week cycle and make adjustments as needed.

Person responsible for monitoring outcome:

Wallace Selph (wallace.selph@hcps.net)

Evidence-based Strategy:

1. Weekly common planning and follow up sessions focused on the planning of and the implementation of standards aligned tasks during small group instruction (both teacher led and independent practice).
2. Coaching and feedback to K-5 teachers tied to standards-aligned instruction.
3. Progress monitoring and data analysis sessions to drive instructional decisions.
4. Professional development for K-5 teachers aligned to needs based on walkthrough trends.
5. Aggressive monitoring through weekly check-ins of student progress to provide just in time feedback to students in order to support effective independent practice.

6. Weekly Lesson Rehearsals that allow teachers to practice and receive feedback on their delivery of key instructional strategies for the following weeks lessons.

**Rationale
for
Evidence-
based
Strategy:**

Based on student and teacher data, planning for standards-aligned tasks taught through small group instruction will more effectively meet students' individual needs, resulting in increased student performance. Aggressive monitoring will allow teachers to individually observe and measure students' progress in response to the instruction they have received. The teachers will provide students feedback to support effective application of new learning.

Coaching with feedback and professional development will further strengthen teachers' expertise in planning and instruction.

Action Steps to Implement

The Reading Coach will coach, model, lesson plan, and provide professional development with a focus on small group, standards-aligned instruction with grades 3-5 teachers. The coaching and modeling will occur weekly under the supervision of the principal. Follow-up data will be collected monthly to progress monitor the implementation of coaching and transfer to classroom practices. The reading coach will meet weekly with teachers in grades 3-5 to plan effective lessons to meet the needs of students in grades 3-5.

Monitoring: The principal will monitor the Reading Coach's coaching log, observe during modeling and planning sessions, and provide feedback.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide professional learning opportunities for all teachers, assistant teachers, and paras prior to the first day of school. A multi-session Literacy Academy will be provided with specific sessions to increase teacher content knowledge and instructional practices related to best practices in reading and writing instruction.

Monitoring: Administration will attend the Academy and provide support to staff during and after the Academy on the implementation of what was learned in the sessions.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide yearlong job-embedded professional development for teachers of Reading and Writing, which includes professional development sessions, modeling, and book studies to build knowledge, in class practice of skills learned in small group, in class coaching modeling skills learned, as well as lesson development sessions to strengthen planning for standards-aligned instruction. Plans will be monitored monthly by the leadership team.

Person Responsible Wallace Selph (wallace.selph@hcps.net)

Provide tutoring in Reading and Writing for students in grades 4-5 both during the school day, after school, and in Saturday sessions. Sessions will be coordinated by the Assistant Principal. Sessions will be conducted throughout the school year with sessions running during each of the four quarters of the school year. (starting Sept. 1, 2021 and ending May 1, 2022) Implementation and progress monitoring will be conducted quarterly by the leadership team.

Person Responsible Wallace Selph (wallace.selph@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.

Robles Disciplinary rates are 15% higher than the state. We will focus on attendance and Tier 1 behavioral support. We will monitor thorough weekly student services meetings.

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.

Refer to Culture and Environment Area of Focus.

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

Refer to Culture and Environment Area of Focus.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$293,482.89
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	1.0	\$55,600.04
			Notes: *RTI Teacher The RTI resource teacher will focus on coaching, modeling, and facilitating professional development with teachers grades K-5. The RTI resource teacher will monitor tier 2 and tier 3 interventions and provide feedback to teacher on a weekly basis. The RTI resource teacher will work under the supervision of the principal. Success of interventions will be tracked monthly to progress monitor the effects of intervention.			
	5100	210-Retirement	3761 - Robles Elementary School	UniSIG		\$6,015.92
			Notes: *RTI Teacher-Retirement (10.82%)			

	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		\$3,447.20
			Notes: *RTI Teacher-FICA (6.2%)			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		\$806.20
			Notes: *RTI Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	3761 - Robles Elementary School	UniSIG		\$10,374.01
			Notes: *RTI Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG		\$283.56
			Notes: *RTI Teacher-Workers Comp (.51%)			
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	1.0	\$49,351.14
			Notes: *Math Resource Teacher will focus on coaching, modeling, lesson planning with, and professional development for teachers of Math in grades K-5. The coaching and modeling will occur weekly under the supervision of the principal. Follow-up data will be collected monthly to progress monitor implementation of coaching and transfer to classroom practices. The Math Resource will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5.			
	5100	210-Retirement	3761 - Robles Elementary School	UniSIG		\$5,339.79
			Notes: *Math Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		\$3,059.77
			Notes: *Math Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		\$715.59
			Notes: *Math Resource Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	3761 - Robles Elementary School	UniSIG		\$9,376.72
			Notes: *Math Resource Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG		\$251.69
			Notes: *Math Resource Teacher-Workers Comp (.51%)			
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	0.5	\$30,555.04
			Notes: *Science Resource Teacher This teacher will focus on coaching, modeling, lesson planning with, and professional development for teachers of science in grades K-5. The coaching and modeling will occur weekly under the supervision of the principal. Follow-up data will be collected monthly to progress monitor implementation of coaching and transfer to classroom practices. The science resource teacher will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5.			
	5100	210-Retirement	3761 - Robles Elementary School	UniSIG		\$3,306.06
			Notes: *Science Resource Teacher-Retirement (10.82%)			

	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		\$1,894.41
			Notes: *Science Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		\$443.05
			Notes: *Science Resource Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	3761 - Robles Elementary School	UniSIG		\$5,805.46
			Notes: *Science Resource Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG		\$155.83
			Notes: *Science Resource Teacher-Workers Comp (.51%)			
	5100	120-Classroom Teachers	3761 - Robles Elementary School	UniSIG	1.0	\$61,110.09
			Notes: Resource Teacher is a new position that will focus on writing to develop student writing skills in grades 4 and 5. This teacher will provide model lessons for teacher professional development, individual student support, small group instruction, and remediation for students in grades 4 and 5. Baseline writing scores will be compared to EOY writing scores to measure impact. Progress monitoring will occur monthly.			
	5100	210-Retirement	3761 - Robles Elementary School	UniSIG		\$6,612.11
			Notes: Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		\$3,788.83
			Notes: Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	3761 - Robles Elementary School	UniSIG		\$886.10
			Notes: Resource Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	3761 - Robles Elementary School	UniSIG		\$11,610.92
			Notes: Resource Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	3761 - Robles Elementary School	UniSIG		\$311.66
			Notes: Resource Teacher-Workers Comp (.51%)			
	5100	510-Supplies	3761 - Robles Elementary School	UniSIG		\$7,676.63
			Notes: To increase academic achievement in science, the school will purchase science materials for K-5 classrooms. The materials will include growing gators, weather watcher, thermometers, hand lens, forceps, tape measures, stop watches, scales, graduated cylinders, eye droppers, mirror, flashlights, solar race cars, five senses/sounds kits, sink and float kits, magnets, rocks, UV beads, owl pellets, tuning forks, batteries, bins.			
	5100	510-Supplies	3761 - Robles Elementary School	UniSIG		\$11,383.20
			Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			

	5100	519-Technology-Related Supplies	3761 - Robles Elementary School	UniSIG		\$3,321.87
			Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.			
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$9,525.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	730-Dues and Fees	3761 - Robles Elementary School	UniSIG		\$3,750.00
			Notes: To allow students to participate in grade level appropriate experiences to expand their knowledge of specific standards through hands-on experiences. Kindergarten students will attend Old McMickey's Farm, supporting standards SC.K.L. 14.2 and SC.K.L. 14.3. The cost is \$15.00 per student with 125 students attending. First grade students will attend the Glazer Museum. While at the museum, the students will learn about the scientific process through this STEM-based Think Studio. Join us on an outdoor adventure while we explore the effects of gravity, force, and friction! Then, conduct your own experiment, testing the effects that friction has on your own marble run. The cost is \$15.00 per student for approximately 125 students.			
	5100	730-Dues and Fees	3761 - Robles Elementary School	UniSIG		\$4,575.00
			Notes: To allow students to participate in grade level appropriate experiences to expand their knowledge of specific standards through hands-on experiences. The second graders will attend Zoo Tampa. The fieldtrip will To allow students to participate in grade level appropriate experiences to expand their knowledge of specific standards through hands-on experiences. Zoo Tampa supports the following standards: SC.2.N1.1, SC.2.N.1.3. The cost is \$15 per student for approximately 125 students. The 3rd grade students will attend The Florida Aquarium. While at the Aquarium, the students will explore live exhibits of animals with a focus on these specific standards: Grade 3: SC.3.N.1.6, SC.3.N.3.2, SC.3.N.3.3, SC.3.L.15.1, SC.3.L.17.1, SC.3.L.17.2, LAFS.3.SL.1.3. The cost is \$18.00 per student for approximately 150 students			
	7800	390-Other Purchased Services	3761 - Robles Elementary School	UniSIG		\$1,200.00
			Notes: Transportation for Kindergarten through 3 grade students to Old McMickey's Farm, Zoo Tampa, Glazer Children Museum, and Florida Aquarium. 8 buses at 150 per bus.			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$318,582.50