

Hillsborough County Public Schools

West Tampa Elementary School



2019-20 Schoolwide Improvement Plan

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West Tampa Elementary School

2700 W CHERRY ST, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Kevin Kastner

Start Date for this Principal: 7/1/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (61%) 2016-17: C (52%) 2015-16: C (44%) 2014-15: F (29%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	96%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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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.

To provide an education and the supports which enable each student to excel as a successful and responsible citizen.

Provide the school's vision statement.

Preparing students for life.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Kastner, Kevin	Principal	<p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) ESE teachers PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) <p>The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the <p>Hillsborough - 4722 - West Tampa Elementary School - 2018-19 SIP West Tampa Elementary School Last Modified: 1/20/2019 Page 4 https://www.floridacims.org/content/grade_level_teams.</p> <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.</p> <p>Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader.</p> <p>Pursuing school leadership provides the opportunity to make a direct impact</p>

Name	Title	Job Duties and Responsibilities
		<p>on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County. HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement. Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development. Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact. Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to</p>

Name	Title	Job Duties and Responsibilities
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HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	9	5	9	6	4	1	0	0	0	0	0	0	0	34
One or more suspensions	2	2	2	3	1	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	12	0	0	0	0	0	0	0	0	0	12

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	1	2	4	1	0	0	0	0	0	0	0	0	9

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	8	6	3	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

81

Date this data was collected or last updated

Monday 6/24/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	7	10	3	6	0	0	0	0	0	0	0	38
One or more suspensions	0	1	0	3	2	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	15	9	0	0	0	0	0	0	0	26

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	1	0	4	2	4	0	0	0	0	0	0	0	11

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	7	10	3	6	0	0	0	0	0	0	0	38
One or more suspensions	0	1	0	3	2	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	15	9	0	0	0	0	0	0	0	26

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	1	0	4	2	4	0	0	0	0	0	0	0	11

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	52%	57%	50%	52%	55%
ELA Learning Gains	61%	55%	58%	57%	55%	57%
ELA Lowest 25th Percentile	40%	50%	53%	64%	51%	52%
Math Achievement	60%	54%	63%	47%	53%	61%
Math Learning Gains	70%	57%	62%	48%	54%	61%
Math Lowest 25th Percentile	40%	46%	51%	43%	46%	51%
Science Achievement	57%	50%	53%	58%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	9 (0)	5 (12)	9 (7)	6 (10)	4 (3)	1 (6)	34 (38)
One or more suspensions	2 (0)	2 (1)	2 (0)	3 (3)	1 (2)	0 (0)	10 (6)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (2)	0 (15)	0 (9)	12 (26)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	52%	-21%	58%	-27%
	2018	37%	53%	-16%	57%	-20%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	48%	55%	-7%	58%	-10%
	2018	58%	55%	3%	56%	2%
Same Grade Comparison		-10%				
Cohort Comparison		11%				
05	2019	55%	54%	1%	56%	-1%
	2018	53%	51%	2%	55%	-2%
Same Grade Comparison		2%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	54%	-6%	62%	-14%
	2018	56%	55%	1%	62%	-6%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	58%	57%	1%	64%	-6%
	2018	71%	57%	14%	62%	9%
Same Grade Comparison		-13%				
Cohort Comparison		2%				
05	2019	56%	54%	2%	60%	-4%
	2018	53%	54%	-1%	61%	-8%
Same Grade Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison				-15%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	51%	0%	53%	-2%
	2018	51%	52%	-1%	55%	-4%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	38	26	42	59	38	31				
ELL	55	62	30	68	85	70	59				
BLK	36	52	40	43	42	10	40				
HSP	61	64	31	70	83	67	67				
FRL	51	60	38	60	72	40	57				
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	16	62	73	30	64	55					
ELL	57	74	75	65	77	64	42				
BLK	37	80	80	46	64	45	27				
HSP	60	70	69	67	80	56	56				
FRL	51	70	69	59	76	52	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	40	53	14	31	33					
ELL	48	65	78	49	55	91	33				
BLK	34	42	36	28	39	20	50				
HSP	56	63	79	57	53	77	62				
FRL	50	58	64	48	49	45	57				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	64

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Learning gains were not as high as anticipated. Turnover in leadership, low proficiency score of incoming students.

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

Bottom quartile. Small group RTI did not yield the desired results.

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

3rd grade ELA proficiency, low incoming iready scores.

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

4th grade math proficiency. Strong collaborative structures and support for teachers within the classroom.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students at level 1 on statewide assessment.

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

1. Data driven culture

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Data driven culture
Rationale	By improving professional development, parent involvement, attendance, and focusing on data related to academic proficiency, we will create a data driven culture likely to increase student performance.
State the measurable outcome the school plans to achieve	FSA proficiency will increase by 5 percentage points.
Person responsible for monitoring outcome	Kevin Kastner (kevin.kastner@hcps.net)
Evidence-based Strategy	Teacher collaboration Data analysis Parent Involvement Meetings Attendance plan Job Embedded PD
Rationale for Evidence-based Strategy	By improving professional development, parent involvement, attendance, and focusing on data related to academic proficiency. We will create a data driven culture likely to increase student performance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Resource and TTD's will support job embedded PD 2. Substitutes will be utilized to build in time for data analysis and collaboration 3. Family attendance plan will support student and teacher attendance by rewarding students and teachers 4. Provide teachers and students with software and technology to support learning 5. Parent meetings will provide resources and food for families who attend 6. We will provide books and technology for professional development 7. Purchase books and technology for media center and classrooms 8. Marketing materials for parent involvement
Person Responsible	Kevin Kastner (kevin.kastner@hcps.net)

#2	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	Kevin Kastner (kevin.kastner@hcps.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	
Person Responsible	Kevin Kastner (kevin.kastner@hcps.net)

#3	
Title	
Rationale	Student attendance is key to making learning gains. When students are absent teachers are not able to teach them.
State the measurable outcome the school plans to achieve	Improve FSA proficiency by 5%
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parent Night
Donuts with Dad's/Muffins with Mom's
PTSA meetings
SAC committee
Parent Surveys

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data; Supports the implementation of instructional practices during core and RTI blocks; Review progress monitoring data of core for fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage the problem solving process for appropriate data-driven decisions.

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to ensure that students' needs are met including identification and recruitment, advocacy, health/social services, academic support, and parental involvement

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII

Funds for PD to provide/promote high quality professional learning that supports increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal to the curricular offerings available to all. Services include educational materials and ELL district services.

TitleX- Homeless

Title I funds to provide summer school, and extended learning opportunities. Federal funds support supplemental academic resource teachers to support PD for teachers.

TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students.

HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles to transition into kindergarten.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Student mentoring group, career fair, Great American Teach In

Part V: Budget

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

1	III.A.	Areas of Focus: Data driven culture				\$312,419.84
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	120-Classroom Teachers	4722 - West Tampa Elementary School	Title, I Part A	1.0	\$61,970.04	
<i>Notes: Resource Teacher, Rtl</i>						
5100	120-Classroom Teachers	4722 - West Tampa Elementary School	Title, I Part A	1.0	\$61,950.24	
<i>Notes: Resource Teacher, Rtl</i>						
5100	120-Classroom Teachers	4722 - West Tampa Elementary School	Title, I Part A	1.0	\$72,699.56	
<i>Notes: Resource Teacher, Rtl</i>						
6400	390-Other Purchased Services	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$5,000.00	
<i>Notes: Substitutes</i>						
5100	691-Computer Software Capitalized	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$7,500.00	
<i>Notes: Iready teacher toolbox</i>						
6150	370-Communications	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$3,000.00	
<i>Notes: Stamps/Agendas</i>						
6200	610-Library Books	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$5,000.00	
<i>Notes: Books for media center</i>						

	5100	730-Dues and Fees	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$3,000.00
			<i>Notes: Educational Excursion Subsidy</i>			
	5100	510-Supplies	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$5,000.00
			<i>Notes: Classroom materials</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$20,000.00
	5100	510-Supplies	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$1,000.00
			<i>Notes: Incentives</i>			
	5100	510-Supplies	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$300.00
			<i>Notes: Books for PD</i>			
	6150	510-Supplies	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$1,000.00
			<i>Notes: Marketing materials</i>			
	5100	120-Classroom Teachers	4722 - West Tampa Elementary School	Title, I Part A	1.0	\$65,000.00
			<i>Notes: Resource Teacher</i>			
2	III.A.	Areas of Focus:				\$0.00
3	III.A.	Areas of Focus:				\$0.00
					Total:	\$312,419.84