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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: 6/11/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (61%) 2016-17: C (52%) 2015-16: C (44%)
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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West Tampa Elementary School

2700 W CHERRY ST, Tampa, FL 33607

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">93%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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, position title, and job duties/responsibilities 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 Hillsborough - 4722 - West Tampa Elementary School - 2018-19 SIP West Tampa Elementary School <p>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.

Demographic Information

Principal start date

Tuesday 6/11/2019, Kevin Kastner

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.*

5

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.*

5

Total number of teacher positions allocated to the school

37

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%)

	2017-18: B (61%) 2016-17: C (52%) 2015-16: C (44%)
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 .	

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	73	66	63	60	58	44	0	0	0	0	0	0	0	364
Attendance below 90 percent	10	90	10	8	7	5	0	0	0	0	0	0	0	130
One or more suspensions	1	0	0	0	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	2	9	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	

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	3	11	1	1	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	72	56	57	44	51	0	0	0	0	0	0	0	340
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	
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	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	72	56	57	44	51	0	0	0	0	0	0	0	340
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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	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%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%				
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				

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
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%	0

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%	0

Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Analysis

Data Reflection

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

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

Learning gains were not as high as anticipated. Low proficiency score of incoming students and limited vocabulary.

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?

Students at level 1 on statewide assessment. African American students and students with disabilities

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. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and 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.

Measurable Outcome: FSA proficiency will increase by 5 percentage points.
 African American student learning gains will increase by 5 percentage points on FSA .
 SWD student learning gains will increase by 5 percentage points on FSA

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
 Elements of Reading

Rationale for Evidence-based Strategy: By improving professional development, providing resources, parent involvement, attendance, and focusing on data related to academic proficiency we will create a data driven culture likely to increase student performance.

Action Steps to Implement

1. Support Personnel provided to each grade level
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 providing incentives
4. Provide teachers and student 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)

Additional Schoolwide Improvement Priorities

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

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

- Parent Nights
- Donuts with Dads/ Muffins with Moms
- PTSA meetings
- SAC committee
- Parent Surveys

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$325,983.11
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	4722 - West Tampa Elementary School	Title, I Part A	1.0	\$68,132.18
<i>Notes: RTI Resource</i>						
	5100	120-Classroom Teachers	4722 - West Tampa Elementary School	Title, I Part A	1.0	\$72,858.85
<i>Notes: RTI Resource</i>						
	5100	120-Classroom Teachers	4722 - West Tampa Elementary School	Title, I Part A	1.0	\$68,132.18
<i>Notes: Reading Coach</i>						
	5100	120-Classroom Teachers	4722 - West Tampa Elementary School	Title, I Part A	0.5	\$34,087.58
<i>Notes: Reading Resource</i>						
	5100	100-Salaries	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$17,997.22
<i>Notes: Tpay for teachers to develop and implement pd for the staff</i>						
	5100	510-Supplies	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$12,989.60

			<i>Notes: Classroom Supplies and Materials</i>			
5100	643-Capitalized Hardware and Technology-Related Infrastructure	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$25,750.00	
			<i>Notes: Technology and other equipment</i>			
5100	691-Computer Software Capitalized	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$5,610.00	
			<i>Notes: Computer Software</i>			
6400	390-Other Purchased Services	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$5,000.00	
			<i>Notes: Substitutes for PD and data analysis</i>			
6150	370-Communications	4722 - West Tampa Elementary School	Title, I Part A		\$3,125.50	
			<i>Notes: Parent Involvement</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: Education excursion subsidy</i>			
5100	510-Supplies	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$1,000.00	
			<i>Notes: Student 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	370-Communications	4722 - West Tampa Elementary School	Title, I Part A	0.0	\$3,000.00	
			<i>Notes: Stamps and agendas</i>			
Total:					\$325,983.11	