

Hillsborough County Public Schools

Mort Elementary School



2019-20 Schoolwide Improvement Plan

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Mort Elementary School

1806 E BEARSS AVE, Tampa, FL 33613

[no web address on file]

Demographics

Principal: Kelly Snellgrove

Start Date for this Principal: 6/10/2019

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (38%) 2017-18: C (50%) 2016-17: D (39%) 2015-16: D (32%) 2014-15: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mort Elementary engages families and partners to provide services that inspire the community to ensure students excel as successful and responsible citizens.

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:

Mort Elementary will create an innovative environment which empowers students, encourages parents, enriches families, and elevates the community.

Tagline: "Uniting the community today to nurture the leaders of tomorrow."

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
Hailey-Brown, Latiecea	Principal	Maintain direction of school as a community school
Bhagwandeem-Girwarnath, Sangeeta	Teacher, K-12	

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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	
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	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	

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

79

Date this data was collected or last updated

Wednesday 6/12/2019

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	1	37	27	25	19	10	0	0	0	0	0	0	0	119
One or more suspensions	0	0	4	1	2	0	0	0	0	0	0	0	0	7
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	18	56	52	0	0	0	0	0	0	0	126

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	5	12	8	0	0	0	0	0	0	0	26

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	1	37	27	25	19	10	0	0	0	0	0	0	0	119	
One or more suspensions	0	0	4	1	2	0	0	0	0	0	0	0	0	7	
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	18	56	52	0	0	0	0	0	0	0	126	

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	5	12	8	0	0	0	0	0	0	0	26

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	31%	52%	57%	34%	52%	55%
ELA Learning Gains	49%	55%	58%	53%	55%	57%
ELA Lowest 25th Percentile	51%	50%	53%	47%	51%	52%
Math Achievement	35%	54%	63%	28%	53%	61%
Math Learning Gains	38%	57%	62%	38%	54%	61%
Math Lowest 25th Percentile	36%	46%	51%	45%	46%	51%
Science Achievement	29%	50%	53%	31%	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	0 (1)	0 (37)	0 (27)	0 (25)	0 (19)	0 (10)	0 (119)
One or more suspensions	0 (0)	0 (0)	0 (4)	0 (1)	0 (2)	0 (0)	0 (7)
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)	0 (18)	0 (56)	0 (52)	0 (126)

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	21%	52%	-31%	58%	-37%
	2018	35%	53%	-18%	57%	-22%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	36%	55%	-19%	58%	-22%
	2018	37%	55%	-18%	56%	-19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		1%				
05	2019	28%	54%	-26%	56%	-28%
	2018	27%	51%	-24%	55%	-28%
Same Grade Comparison		1%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	54%	-20%	62%	-28%
	2018	42%	55%	-13%	62%	-20%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	30%	57%	-27%	64%	-34%
	2018	46%	57%	-11%	62%	-16%
Same Grade Comparison		-16%				
Cohort Comparison		-12%				
05	2019	30%	54%	-24%	60%	-30%
	2018	34%	54%	-20%	61%	-27%
Same Grade Comparison		-4%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	25%	51%	-26%	53%	-28%
	2018	38%	52%	-14%	55%	-17%
Same Grade Comparison		-13%				
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	5	42	56	14	32	42	8				
ELL	24	51	53	37	41	41	19				
BLK	22	37	47	26	27	30	19				
HSP	33	53	53	39	42	43	31				
MUL	55			36							
WHT	33	40		26	40						
FRL	31	49	52	36	39	38	28				

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	14	48	55	25	63	52	35				
ELL	31	53	56	42	63	52	37				
BLK	29	48	62	35	50	50	41				
HSP	40	50	57	50	65	53	43				
WHT	31	47		54	50						
FRL	36	49	61	46	61	53	45				
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	12	38	33	15	33	45	6				
ELL	31	47	35	32	38	47	24				
BLK	29	60		17	30		22				
HSP	35	48	34	32	39	54	33				
WHT	38	72		32	44						
FRL	33	54	49	28	38	46	30				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
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	44
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	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	35
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	41
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.

According to the 2018-2019 school data, the area in which had the lowest performance in Science achievement at a score of 29%. This data shows a 16% decline from the previous year. Students who were assessed in science had a greater deficient in reading from the previous year.

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

According to the 2018-2019 school data, Math learning gains showed the greatest decline from the 2017-2018 school year. Math learning gains declined from 61% in 2017-2018 to 38% in 2018-2019. That is a difference of 23 percentage points from the previous year. Some contributing factors are deficits in basic foundation math skills that led to a great achievement gap as well as daily student attendance.

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.

ELA in 3 grade shows the greatest gap when compared to the state average. Some contributing factors are deficiencies and large learning gaps in Reading and Math foundational skills.

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

In the area of ELA learning gains, our data showed that we maintained a 49% for the past two school years. In the 2018-2019 school year, the actions that helped contributed to this factor are extended learning year (ESY) in ELA for 3, 4, 5, Saturday school, and daily pull-out tutoring for small group instruction based on skills. Teachers planned common assessments during common planning time with resources and resource teachers. Bi-weekly walk throughs were conducted in all classrooms.

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

EWS data shows one area of concern in daily attendance. Our daily student attendance ranged from 92% to 95%. Our overall district goal was set to 96% or higher. 119 students with an attendance record measuring below 90 percent.

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

1. Maintaining a Healthy School Culture-
Parent involvement
Health coordinator (social services concern)
Coordinate appointments to help increase daily attendance
2. Student Engagement -
Through speaking and listening
Cultural Relevance
Equity of Voice

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>Students are provided opportunities to engage and respond to their learning through speaking and listening.</p> <p>During the 2018-2019 school year, the instructional coaches and administrative team focused on students response via speaking and learning. Our walk throughs, data showed less than 50% of our students were provided opportunities to engage and respond to their learning.</p>
Rationale	<p>The actions steps connect to the professional development trainings that supports the coaching and learning of the teachers. In addition the professional development trainings have follow session that are used during our monthly professional development sessions as well as our coaching and mentoring cycles that occur throughout the month.</p> <p>Based on the Action Plan from the Instructional Review, how will you now address your focus?</p> <p>We have bi weekly instructional walks were we are targeting our schools look fors that supports our rational for speaking and listening. We also have addressed our focus to incorporate speaking and listening strategies during our common planning times across content areas.</p>
State the measurable outcome the school plans to achieve	<p>Increase walk-through grade level data by 80%</p> <p>Increase SWD student achievement by 10% in each area</p> <p>Increase BLK subgroup student achievement by 11% in each area.</p> <p>*Use data from common and formative assessment to progress monitor student performance.</p>
Person responsible for monitoring outcome	Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)
Evidence-based Strategy	<p>Standards-based planning</p> <p>Structures to support whole group, small group, and independent learning</p> <p>Coaching and learning</p>
Rationale for Evidence-based Strategy	Based on the FSA data, the rationale to close the achievement gap while allowing students to engage and respond to learning through speaking and listening.
Action Step	
Description	<ul style="list-style-type: none"> -Instructional coaches and administrative team will conduct bi-weekly walk throughs -Plan and implement job embedded professional development. (Coaching, Learning walks, Book study, Kagan) -Substitutes will be given to teachers to provide training and planning -Teacher leaders, Instructional coaches, and administration will attended Literacy conference (Heinemann, ILA conference, Technology EXPO) -Send staff members to Kagan training to support student engagement -Send staff members to FETC Technology Conference to be sure that we are utilizing our technology effectively and with fidelity -Send staff members to NAPDS - Students and staff will be provided with opportunities to increase their knowledge of speaking and listening via a variety of educational programs, resources/materials,

classroom supplies, and/or events.

- All students and staff will be invited to attend an extended day and year programs (STEAM, ELP- After school and Saturday school, Summer Program)
- Staff and students will be provided an opportunity to participate in a summer institute to improve learning through job embedded coaching model (provided by coaches). Stipends (participants and trainers), curriculum materials, books.
- Plan appropriate task during planning.-
- Create a Cohesive meeting space so students and teachers can practice speaking and listening in the classroom.-
- Provided culturally relevant materials and resources to all students.
- Provide aides to support student engagement, speaking, and listening
- Provide opportunities for students to attend JA Biztown, Animal Kingdom, Aquarium, Zoo
- Support our school onsite farm with BreakOUT EDU Kits, Hydro-garden towers, and a chicken camera

**Person
Responsible**

Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)

#2	
Title	Increase opportunities to build and maintain a healthy school culture with students and families
Rationale	During the 2018-2019 school year, our daily student attendance ranged from 92% to 95%. Our overall district goal was set to 96% or higher. Our tracking data showed students were absent due to doctor appointments and or other family issues.
State the measurable outcome the school plans to achieve	Increase student attendance by 5% each month Increase parent involvement by 10% for the year.
Person responsible for monitoring outcome	Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)
Evidence-based Strategy	Structures to support coordination Structures to support parent involvement and engagement events or services.
Rationale for Evidence-based Strategy	119 students with attendance below 90 percent. 385 students referred to a school based or community based mental health services.
Action Step	
Description	1. Health Coordinator to coordinate appointments for students with a variety appointment and student health needs. 2. Parent Involvement liaisons to access parents with parent involvement and engagement.
Person Responsible	Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)

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).

1. Maintaining a Healthy School Culture-
Parent involvement
Health coordinator (social services concern)
Coordinate appointments to help increase daily attendance
2. Student Engagement -
Through speaking and listening
Cultural Relevance
Equity of Voice

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.

The Parent Resource Center (PRC) at Mort strives to build positive relationships with parents, families, and other community stakeholders in order to fulfill the school's mission and support the needs of students. The PRC is run by a coordinator who is fluent in Spanish and English and the center provides a safe and comfortable space for parents to convene, learn and receive needed assistance. The PRC coordinates with local community organizations to provide a variety of adult education classes and programs for parents and families. The PRC also leads a Very Involved Parent (VIP) program which encourages greater parent involvement by providing incentives for parents who are increasingly involved in their child's education, volunteer opportunities, and frequently attend programs offered at the PRC.

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 efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

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.

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Part V: Budget

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

1	III.A.	Areas of Focus: Students are provided opportunities to engage and respond to their learning through speaking and listening.				\$438,792.78
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	3121 - Mort Elementary School	UniSIG	1.0	\$22,660.00
			<i>Notes: Aide to support small group support and opportunities for students to engage and respond to their learning</i>			
	5100	210-Retirement	3121 - Mort Elementary School	UniSIG		\$1,919.30
			<i>Notes: 8.47% Aide Retirement</i>			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG		\$1,404.92
			<i>Notes: 6.2% Aide FICA</i>			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG		\$328.57
			<i>Notes: 1.45% Aide Medicare</i>			
	5100	230-Group Insurance	3121 - Mort Elementary School	UniSIG		\$4,010.82
			<i>Notes: 17.7% Aide</i>			
	5100	240-Workers Compensation	3121 - Mort Elementary School	UniSIG		\$115.57
			<i>Notes: .51% Aide</i>			
	5100	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG	1.0	\$54,384.00
			<i>Notes: Math Resource Teacher</i>			
	5100	210-Retirement	3121 - Mort Elementary School	UniSIG		\$4,606.32
			<i>Notes: 8.47% of MRT</i>			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG		\$3,371.81
			<i>Notes: 6.2% of MRT FICA</i>			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG		\$788.57
			<i>Notes: 1.45% of MRT Medicare</i>			
	5100	230-Group Insurance	3121 - Mort Elementary School	UniSIG		\$9,625.97
			<i>Notes: 17.7% of MRT</i>			
	5100	240-Workers Compensation	3121 - Mort Elementary School	UniSIG		\$277.36
			<i>Notes: .51% of MRT</i>			

	5100	510-Supplies	3121 - Mort Elementary School	UniSIG		\$9,625.18
			<i>Notes: Per the 5% office supply cap: Classroom Supplies for 46 teachers X \$209 each to purchase paper, pens, markers and other supplies</i>			
	5100	519-Technology-Related Supplies	3121 - Mort Elementary School	UniSIG		\$8,400.00
			<i>Notes: Power Strips - 6 outlet power strip Toner for various printers Headphones - different models to best meet students needs Quotes available</i>			
	5100	510-Supplies	3121 - Mort Elementary School	UniSIG		\$1,448.04
			<i>Notes: BreakOut EDU kits Hydro - Garden Tower Chicken Camera for the onsite farm that allows students to connect food supply lines, nurturing skills, and responsibility. The on-site farm brings science to life by allowing students to make observations, predictions, and improve problem-solving skills</i>			
	5100	730-Dues and Fees	3121 - Mort Elementary School	UniSIG		\$3,000.00
			<i>Notes: JA BIZ TOWN - connecting what students learn in the classroom to the real-world - all 5th graders \$15/student fee</i>			
	5100	730-Dues and Fees	3121 - Mort Elementary School	UniSIG		\$11,875.00
			<i>Notes: Lowry Park Zoo/Zoo Tampa - to explore multiple science concepts (living/non-living, domestic/exotic, primate animals, animal classification and more) KG, 1, 2nd-grade students for 475 students X \$25/person = \$11,875.00 Quote Available</i>			
	6400	330-Travel	3121 - Mort Elementary School	UniSIG		\$3,120.00
			<i>Notes: FETC Technology Conference - to explore the most updated educational technologies, best practices, and pressing issues to help close the achievement gap 2 people to attend the conference Fees - \$1660 Food per diem of \$36 a day = \$360 January 14-18, 2020 In Miami, Florida American Airlines for 2 people - \$300 1 hotel rooms for 4 nights - \$800 Quotes available</i>			
	6400	330-Travel	3121 - Mort Elementary School	UniSIG		\$2,438.00
			<i>Notes: Kagan Conference 3 people Fees - \$1314 Per diem for food at \$36/day = \$324 October 14-16, 2019 Ft. Myers, FL Travel costs (van, gas, rental fees) - \$300 2 hotel rooms - \$500 Quotes available</i>			
	6400	510-Supplies	3121 - Mort Elementary School	UniSIG		\$8,000.00
			<i>Notes: Per the 5% office supply cap: PD Supplies poster paper, markers, etc</i>			
	5100	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG		\$63,641.43
			<i>Notes: Tutorial, Summer Programs (2357 teacher hrs @ \$27/hr) June 8-11, June 15-18, June 22-25, June 29-July 2 Camps will be offered in Music, Art, Garden, Dance, and Theater At the School site from 8-12, 4 days/week</i>			
	5100	120-Classroom Teachers	3121 - Mort Elementary School			\$8,618.71
			<i>Notes: Extended Learning Programs 319 teacher hours X \$27/hour</i>			
	7800	390-Other Purchased Services	3121 - Mort Elementary School	UniSIG		\$1,800.00
			<i>Notes: School buses to the Zoo Tampa for 475 people Quotes available</i>			
	5100	730-Dues and Fees	3121 - Mort Elementary School	UniSIG		\$9,600.00

			<i>Notes: Entire school entrance fee to Florida Aquarium Tampa 960 students X \$10 admission cost = \$9,600 Quotes available</i>			
	5100	210-Retirement	3121 - Mort Elementary School	UniSIG		\$5,390.43
			<i>Notes: Tutorial, Summer Programs (2357 teacher hrs @ \$27/hr)</i>			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG		\$3,945.77
			<i>Notes: FICA - Tutorial, Summer Programs (2357 teacher hrs @ \$27/hr)</i>			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG		\$922.80
			<i>Notes: Medicare - Tutorial, Summer Programs (2357 teacher hrs @ \$27/hr)</i>			
	5100	240-Workers Compensation	3121 - Mort Elementary School	UniSIG		\$324.57
			<i>Notes: Tutorial, Summer Programs (2357 teacher hrs @ \$27/hr)</i>			
	5100	310-Professional and Technical Services	3121 - Mort Elementary School	UniSIG		\$45,775.00
			<i>Notes: CATAPULT Reading Intervention Program- Tutoring 22 Weeks October - March 4 teachers 4 days a week Targeted Students -Level 2</i>			
	5100	210-Retirement	3121 - Mort Elementary School			\$730.00
			<i>Notes: Extended Learning Programs 319 teacher hours X \$27/hour</i>			
	5100	220-Social Security	3121 - Mort Elementary School			\$534.36
			<i>Notes: FICA - Extended Learning Programs 319 teacher hours X \$27/hour</i>			
	5100	220-Social Security	3121 - Mort Elementary School			\$124.97
			<i>Notes: Medicare - Extended Learning Programs 319 teacher hours X \$27/hour</i>			
	5100	240-Workers Compensation	3121 - Mort Elementary School			\$43.96
			<i>Notes: Extended Learning Programs 319 teacher hours X \$27/hour</i>			
	7200	790-Miscellaneous Expenses	3121 - Mort Elementary School			\$282.46
			<i>Notes: Indirect Costs - Extended Learning Programs 319 teacher hours X \$27/hour</i>			
	7800	390-Other Purchased Services	3121 - Mort Elementary School	UniSIG		\$3,500.00
			<i>Notes: School buses to the Florida Aquarium Tampa for 1120 ppl Quotes available</i>			
	5100	330-Travel	3121 - Mort Elementary School	UniSIG		\$68,540.00
			<i>Notes: 3, 4, and 5th graders to the Animal Kingdom - Orlando Students will learn about animals they have read about and connect the information to live animals. Students will also classify animals, read maps, analyze charts/graphs, and read complex text. 571 people at \$120 Quotes available</i>			
	7800	360-Rentals	3121 - Mort Elementary School	UniSIG		\$5,000.00

			<i>Notes: 3, 4, and 5th graders to the Animal Kingdom - Orlando Charter buses for 571 people Quotes available</i>			
	6400	390-Other Purchased Services	3121 - Mort Elementary School	UniSIG		\$1,100.00
			<i>Notes: FETC Technology Conference - Cost of substitutes - \$1100</i>			
	6400	390-Other Purchased Services	3121 - Mort Elementary School	UniSIG		\$990.00
			<i>Notes: Kagan Conference Substitutes - \$990</i>			
	5100	520-Textbooks	3121 - Mort Elementary School	UniSIG		\$1,667.94
			<i>Notes: Chapter Book Wish List for classrooms (See quote)</i>			
	6300	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG		\$17,957.68
			<i>Notes: Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards, etc 513 hours @ \$35/hr</i>			
	6300	210-Retirement	3121 - Mort Elementary School	UniSIG		\$1,521.02
			<i>Notes: Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards, etc 513 hours @ \$35/hr</i>			
	6300	220-Social Security	3121 - Mort Elementary School	UniSIG		\$1,113.38
			<i>Notes: FICA - Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards, etc 513 hours @ \$35/hr</i>			
	6300	220-Social Security	3121 - Mort Elementary School	UniSIG		\$260.39
			<i>Notes: Medicare - Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards, etc 513 hours @ \$35/hr</i>			
	6300	240-Workers Compensation	3121 - Mort Elementary School	UniSIG		\$91.58
			<i>Notes: Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards, etc 513 hours @ \$35/hr</i>			
	5100	644-Computer Hardware Non-Capitalized	3121 - Mort Elementary School	UniSIG		\$19,733.00
			<i>Notes: 67 iPads will be purchased to support the K-2 after school program. iPads on carts will be shared in grades K-2 for individual students to use for their specific targeted interventions. see quote</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	3121 - Mort Elementary School	UniSIG		\$2,799.90
			<i>Notes: 2 charging carts for the 67 iPads see quote</i>			
	5100	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG		\$18,334.90
			<i>Notes: ELP After School Tutorials for K-2. Dates: October- May 2020, 2 days per week. 11/2 hours per day: 2:15 PM - 3:45 PM. 150 students in grades K,1,2 will be targeted based on iReady scores, interim assessments and those identified as below level. The program will run 24 weeks @ 3 hours a week with 11 teachers at \$27:00/hr = \$21,384.00.</i>			
	5100	210-Retirement	3121 - Mort Elementary School	UniSIG		\$1,552.97

			Notes: ELP After School Tutorials for K-2. Dates: October- May 2020, 2 days per week. 11/2 hours per day: 2:15 PM - 3:45 PM. 150 students in grades K,1,2 will be targeted based on iReady scores, interim assessments and those identified as below level. The program will run 24 weeks @ 3 hours a week with 11 teachers at \$27:00/hr = \$21,384.00.			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG		\$1,136.76
			Notes: (FICA) ELP After School Tutorials for K-2. Dates: October- May 2020, 2 days per week. 11/2 hours per day: 2:15 PM - 3:45 PM. 150 students in grades K,1,2 will be targeted based on iReady scores, interim assessments and those identified as below level. The program will run 24 weeks @ 3 hours a week with 11 teachers at \$27:00/hr = \$21,384.00.			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG		\$265.86
			Notes: (Medicare) ELP After School Tutorials for K-2. Dates: October- May 2020, 2 days per week. 11/2 hours per day: 2:15 PM - 3:45 PM. 150 students in grades K,1,2 will be targeted based on iReady scores, interim assessments and those identified as below level. The program will run 24 weeks @ 3 hours a week with 11 teachers at \$27:00/hr = \$21,384.00.			
	5100	240-Workers Compensation	3121 - Mort Elementary School	UniSIG		\$93.51
			Notes: ELP After School Tutorials for K-2. Dates: October- May 2020, 2 days per week. 11/2 hours per day: 2:15 PM - 3:45 PM. 150 students in grades K,1,2 will be targeted based on iReady scores, interim assessments and those identified as below level. The program will run 24 weeks @ 3 hours a week with 11 teachers at \$27:00/hr = \$21,384.00.			
2	III.A.	Areas of Focus: Increase opportunities to build and maintain a healthy school culture with students and families				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	3121 - Mort Elementary School	Title, I Part A	1.0	\$60,000.00
			Notes: Math coach to help focus on student achievement and pedagogy.			
Total:						\$510,619.09