

Hillsborough County Public Schools

Witter Elementary School



2019-20 Schoolwide Improvement Plan

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Witter Elementary School

10801 N 22ND ST, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Ginette Hoze

Start Date for this Principal: 3/1/2010

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: D (37%) 2017-18: C (43%) 2016-17: B (56%) 2015-16: C (45%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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	96%
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	D	C	B	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 that enables each student to excel as a successful and responsible citizen.

Provide the school's vision statement.

To become the nation's leader in developing successful students.

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
Persbacker, Susan	Principal	To serve as an instructional leader in order to promote teacher and student growth.
Penney, Jennifer	Assistant Principal	Instructional Leader
Volpe, John	Instructional Technology	Monitor and implement technology and provides resources to students and teachers.
Brinkley, Tonya	Other	To provide coaching, feedback and modeling to support to establish a positive school culture and environment.
Soto, Cherilyn	Other	ELL Resource Teacher provides support for instructional planning and interventions for bilingual students in grades K - 5.

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	80	80	83	99	65	68	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	3	7	3	7	8	0	0	0	0	0	0	0	30
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	40	26	35	0	0	0	0	0	0	0	101

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	2	4	4	6	5	4	0	0	0	0	0	0	0	25

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	20	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	4	1	0	0	0	0	0	0	0	6

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

30

Date this data was collected or last updated

Sunday 6/30/2019

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	31	17	26	8	14	0	0	0	0	0	0	0	96
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	13	28	36	0	0	0	0	0	0	0	77

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	5	2	6	9	8	0	0	0	0	0	0	0	30

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	31	17	26	8	14	0	0	0	0	0	0	0	96
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	13	28	36	0	0	0	0	0	0	0	77

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	5	2	6	9	8	0	0	0	0	0	0	0	30

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	32%	52%	57%	44%	52%	55%
ELA Learning Gains	45%	55%	58%	65%	55%	57%
ELA Lowest 25th Percentile	44%	50%	53%	69%	51%	52%
Math Achievement	31%	54%	63%	43%	53%	61%
Math Learning Gains	38%	57%	62%	59%	54%	61%
Math Lowest 25th Percentile	40%	46%	51%	70%	46%	51%
Science Achievement	29%	50%	53%	41%	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	80 (0)	80 (0)	83 (0)	99 (0)	65 (0)	68 (0)	475 (0)
Attendance below 90 percent	0 (0)	0 (31)	0 (17)	0 (26)	0 (8)	0 (14)	0 (96)
One or more suspensions	2 (0)	3 (1)	7 (0)	3 (0)	7 (0)	8 (0)	30 (1)
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)	40 (13)	26 (28)	35 (36)	101 (77)

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	23%	52%	-29%	58%	-35%
	2018	37%	53%	-16%	57%	-20%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	35%	55%	-20%	58%	-23%
	2018	22%	55%	-33%	56%	-34%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		13%				
Cohort Comparison		-2%				
05	2019	31%	54%	-23%	56%	-25%
	2018	40%	51%	-11%	55%	-15%
Same Grade Comparison		-9%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	26%	54%	-28%	62%	-36%
	2018	43%	55%	-12%	62%	-19%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2019	24%	57%	-33%	64%	-40%
	2018	24%	57%	-33%	62%	-38%
Same Grade Comparison		0%				
Cohort Comparison		-19%				
05	2019	31%	54%	-23%	60%	-29%
	2018	39%	54%	-15%	61%	-22%
Same Grade Comparison		-8%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	51%	-22%	53%	-24%
	2018	38%	52%	-14%	55%	-17%
Same Grade Comparison		-9%				
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	9	26	32	19	36	47	14				
ELL	31	47	50	25	34	38	29				
BLK	28	45	45	24	28	29	22				
HSP	38	45	43	35	45	62	36				
MUL	31			54							
FRL	32	44	44	31	38	39	30				

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	28	35	36	29	44	54					
ELL	28	40	50	32	53	64					
BLK	24	37	50	35	43	44	32				
HSP	44	42	44	45	49	62	47				
MUL	45			45							
WHT	46			54							
FRL	35	39	49	41	44	54	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	31	69	75	51	74	90	38				
ELL	40	66		31	45	40	20				
BLK	40	67	73	40	54	76	38				
HSP	45	63	58	41	60	54	39				
WHT	55			50							
FRL	44	65	69	44	59	70	41				

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	39

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
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	45
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	43
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	
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Math achievement of the black subgroup was the lowest performing data component, followed by closely by SWD. All of the subgroups performed higher in 2017-2018. This decrease in performance is due to 65% of the established students affected by the boundary changes. In addition, overall population changed by 65%, not including the addition of EBD intermediate units.

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

The school wide data component that showed the greatest decline from the prior year was in Math. The subgroup with the greatest decline was the black subgroup and the SWD subgroup. The contributing factors for this decline in performance was due to a 65% population change due to boundary changes, along with the addition of EBD intermediate units.

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.

The data component that had the biggest gap when compared to the state average was 4th grade Math scored 40% less than state average. This trend may be due to the boundary changes and gaining of ESE/EBD full time students, we had approximately 65% of our students were new to our school. It is important to note that for the 2018-2019 school year showed a loss of approximately 65% of our core students.

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

The data component that reflected the most improvement was 4th grade ELA which increased from 22% to 35%. This trend may be due to the a heavy focus on ELA. with additional professional development and site based resource support.

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

1. Attendance less than 90%
2. Student tardies

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

1. Build and maintain a positive school culture and climate - Pre K - 5th grades
2. Math foundations, skill building and fluency K - 5
- 3..ELA with a focus on comprehension, phonics and vocabulary building K - 5
- 4..Writing with a focus on crafts K -5
- 5..Integrate technology in supporting student growth in all academic areas K - 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	A. To increase student academic performances and support a positive school climate that includes students, their families, staff and other stakeholders
Rationale	We will plan for differentiation and implementation of best practices in all components of the ELA and Mathematics blocks with rigor. As well as initiate opportunities for building a culture of trust and respect in and around our school
State the measurable outcome the school plans to achieve	Increase FSA Proficiency in ELA to 60% AND MATH TO 60%. Increase FSA Gains in ELA to 65% and Math gains to 65%.
Person responsible for monitoring outcome	Susan Persbacker (susan.persbacker@sdhc.k12.fl.us)
Evidence-based Strategy	Provide common planning time to all staff in K-5, supported by Content Coaches and Professional Development consultants. Support teachers in best practices by providing professional development to include coaching and feedback. Strategies also include using technology to differentiate instruction for students and data analysis. To support implementation of school wide behavior management plan (including CHAMPS and PBIS). Create a college and career going culture that increases student success by implementing AVID>
Rationale for Evidence-based Strategy	All of these strategies support teacher professional growth and best practice for instruction.
Action Step	
Description	<p>1. Instructional staff will seek professional development opportunities both at the school site and/or at the district level to better support components of the ELA and Mathematics blocks, with a specific focus on foundational and problem-solving skills as well as vocabulary development. These opportunities, along with coaching (co-planning, co-teaching, modeling) will better support the alignment of instructional outcomes with state standards.</p> <p>2. Administration and its leadership staff will facilitate trainings, workshops and book studies (including PD supplies) to provide overviews of newly purchased instructional resources, to examine how assessment tools assist in forming evidence-based skill groups, and to increase best practices in instructional delivery while teaching the components of literacy and math in whole and small groups. Such as Reading Strategies, Writing Strategies, Understanding Text and Readers and Visible Learning for Mathematics - K-12.</p> <p>3. Students and instructional staff will have access to technology in order to provide guided and independent practices in literacy and math activities, assessment, research opportunities in the classroom, analyze student data when planning for next steps in instruction and to provide remedial/enrichment opportunities for parent(s)/care givers as needed. Provide necessary technology supplies to support teacher data analysis and use of iReady offline toolbox and reports. Utilize subs for teacher data chats.</p> <p>4. All staff will create opportunities for parent(s)/care givers to remain active in the academic and social well-being of their child(ren). This will include frequent</p>

- communications, quarterly conferences, endorsement of Family First for All Pro Dads and I-Moms, academic family nights, student and volunteer recognition assemblies, and implementation of school wide service-learning projects, coordinated by behavior specialist.
5. Implementation of Avid to provide a model of success, focusing on instruction, culture , leadership and systems. Providing students with the necessary supplies to implement the Avid structures.
 6. Monitor CHAMPS, TRIBES and PBIS for fidelity of implementation. Utilize RTI processes to support student behavior, supported by Support Team including Behavior Specialist, Psychologist, Social Worker and Guidance Counselor.
 7. Utilize supplemental resources and extended learning opportunities to differentiate support. Including necessary classroom supplies.

Person Responsible Susan Persbacker (susan.persbacker@sdhc.k12.fl.us)

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).

In order for students to achieve academically, behaviors will need to be closely monitored and a focus on routines and expectations will be established. Behavioral walk throughs and feedback will be provided to teachers monthly to determine trends school wide. In addition, a positive culture will help to provide a culture in which students can remain on task, pacing of lessons will be established and explicit language will be used by teachers when providing academic support in both reading and in math.

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 school supports parent and caregiver events such as PTA, SAC, ALL Pro Dads, I-Moms, Grandparent Breakfast, Family Nights, Hispanic Heritage Month and Black History Month Activities. Veterans Day Program and integrated Music Programs. Family are invited to celebrate with their children at awards throughout the year. Family service learning events in partnership with Feed America and the local law enforcement group are opportunities for school staff and families to work side by side to aid others. The school has established and recognized business partners who contribute to different programs that we develop and host to meet the needs of our families. The annual Family Fest provides opportunities for members of the community to present their services to our families. Our business partner support are programs such as Adopt a Wildcat and a holiday shopping spree for 100 students at Target each year. We are partnered with Wharton High School CATS tutoring program for primary students. Partnerships are also established with Special Olympics, Horace Mann, Shriners Children's Hospital and Feed America. In addition, we have acquired a t new partnership with Anthem Florida Insurance, providing STEM support in the classroom. In order for students to achieve academically, behaviors will need to be closely monitored and a focus on routines and expectations will be established.

Behavioral walk throughs and feedback will be provided to teachers monthly to determine trends school wide. In addition, a positive culture will help to provide a culture in which students can remain on task, pacing of lessons will be established and explicit language will be used by teachers when providing academic support in both reading and in math.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

HCPS strategies to advance college and career awareness include: Career Interest inventory, offer to students through Florida Shines, district college night. District financial aid nights. Post secondary representatives to high school. Fieldtrip opportunities for career awareness. Fieldtrip opportunities to technical colleges and opportunities to take courses within their area of interest at their high school via virtual schools , and through dual enrollment.

Part V: Budget

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

1	III.A.	Areas of Focus: A. To increase student academic performances and support a positive school climate that includes students, their families, staff and other stakeholders				\$320,951.79
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG		\$27,567.00
			<i>Notes: Extended Learning Tutoring 972 hours x \$27.00 = \$26,244 (9 teachers x 2.25 hours x 3 days x 16 weeks) 49 hours x \$27.00 = \$1,323 (7 teachers x 7 hours x \$27.00 = \$1,323) (5 teachers x 3 hours x 3 days) (5 teachers x 3 hours x 3 days) (5 teachers x 3 hours x 3 days) (5 teachers x 3 hours x 3 days)</i>			

	5100	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG	1.0	\$54,234.94
			<i>Notes: Behavior Specialist (includes IC)</i>			
	5100	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG		\$11,880.00
			<i>Notes: Daytime tutor to work with Level 2 students 22 weeks x 20 hours x \$27.00= \$11,880 (2 teachers x 22 weeks x 10 hours per week x \$27.00 per hour = \$11,880)</i>			
	6300	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG		\$40,180.00
			<i>Notes: T-pay: Planning - data analysis, assessment and content learning 28 teachers x 42 hours x \$35= \$40,180</i>			
	6400	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG		\$15,000.00
			<i>Notes: Professional Development Workshops on Phonics and Informal Assessments (EDvocate) (28 teachers w/33 hrs of training @ \$15 per hr = \$13,860) (1 trainer w/30 hours of training at \$38 per hr = \$1,140)</i>			
	6400	510-Supplies	4921 - Witter Elementary School	UniSIG		\$574.95
			<i>Notes: Book study-The Reading Strategies Book for 15 teachers \$38.33 per book x 15 teachers = \$574.95 (Quotes available)</i>			
	6400	510-Supplies	4921 - Witter Elementary School	UniSIG		\$572.70
			<i>Notes: Understanding Texts & Readers: Responsive Comprehension Instruction with Leveled Texts Book \$38.13 x 15=\$572.70 (Quotes available)</i>			
	6400	510-Supplies	4921 - Witter Elementary School	UniSIG		\$166.65
			<i>Notes: Number Sense Routines: Building Mathematical Understanding Every Day in Grades 3-5 \$33.33 x 5 books=166.65 (Quotes available)</i>			
	6400	510-Supplies	4921 - Witter Elementary School	UniSIG		\$142.75
			<i>Notes: Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 \$28.55 x 5 books=\$142.75 (Quotes available)</i>			
	6400	510-Supplies	4921 - Witter Elementary School	UniSIG		\$273.10
			<i>Notes: Visible Learning for Mathematics, Grades K-12: What Works Best to Optimize Student Learning / Edition 1 10 books x \$27.31=\$273.10 (Quotes available)</i>			
	5100	520-Textbooks	4921 - Witter Elementary School	Title, I Part A		\$5,998.00
			<i>Notes: Guided Reading short reads fiction 2 sets x \$2,999=\$5998.00</i>			
	5100	520-Textbooks	4921 - Witter Elementary School	Title, I Part A		\$5,998.00
			<i>Notes: Guided Reading short reads nonfiction 2 sets x \$2,999=\$5998.00</i>			
	5100	644-Computer Hardware Non-Capitalized	4921 - Witter Elementary School	UniSIG		\$22,127.60
			<i>Notes: HP Elite705 Desk 20 x \$531.38=10,627.6 CASA (needed for each computer bought) 20 x \$75=\$1,500 (Quotes available)</i>			

	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	4921 - Witter Elementary School	UniSIG		\$881.78
			<i>Notes: Spectrum Connect 30 computer cart to facilitate access to technology mobile learning (Quotes available)</i>			
	6400	330-Travel	4921 - Witter Elementary School	UniSIG		\$4,500.00
			<i>Notes: AVID Conference Registration \$550 x 4 people=\$2,200 Hotel \$183 x 2 nights x 2 rooms= \$1098 Flight \$230 x 4 people =\$920 Food \$45 x 3 days=135.00 food one evening x 4 people= 60 food total=195</i>			
			4921 - Witter Elementary School			\$2,400.00
			<i>Notes: curriculum DRA Kits and filler packs</i>			
			4921 - Witter Elementary School			\$17,000.00
			<i>Notes: Title I para for intervention support for academics and support of AVID program.</i>			
	5100	510-Supplies	4921 - Witter Elementary School	UniSIG		\$1,040.72
			<i>Notes: Classroom Supplies</i>			
	5100	230-Group Insurance	4921 - Witter Elementary School	UniSIG		\$9,599.58
			<i>Notes: behavior specialist</i>			
	5100	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$276.60
			<i>Notes: behavior specialist</i>			
	5100	210-Retirement	4921 - Witter Elementary School	UniSIG		\$2,321.34
			<i>Notes: Extended Learning Tutoring Retirement</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$1,699.21
			<i>Notes: Extended Learning Tutoring (FICA)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$397.40
			<i>Notes: Extended Learning Tutoring (Medicare)</i>			
	5100	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$139.77
			<i>Notes: Extended Learning Tutoring Workers Compensation</i>			
	6400	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG	1.0	\$55,912.19
			<i>Notes: reading coach (includes IC)</i>			
	6400	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG		\$880.00
			<i>Notes: reading coach supplemental</i>			

	5100	210-Retirement	4921 - Witter Elementary School	UniSIG		\$4,593.70
			<i>Notes: behavior specialist retirement</i>			
	6400	210-Retirement	4921 - Witter Elementary School	UniSIG		\$4,735.76
			<i>Notes: reading coach retirement</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$3,362.57
			<i>Notes: behavior specialist (FICA)</i>			
	6400	220-Social Security	4921 - Witter Elementary School	UniSIG		\$3,466.56
			<i>Notes: reading coach (FICA)</i>			
	6400	220-Social Security	4921 - Witter Elementary School	UniSIG		\$54.56
			<i>Notes: reading coach supplemental (FICA)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$786.41
			<i>Notes: behavior specialist (Medicare)</i>			
	6400	220-Social Security	4921 - Witter Elementary School	UniSIG		\$810.73
			<i>Notes: reading coach (Medicare)</i>			
	6400	220-Social Security	4921 - Witter Elementary School	UniSIG		\$12.76
			<i>Notes: reading coach supplemental (Medicare)</i>			
	6400	230-Group Insurance	4921 - Witter Elementary School	UniSIG		\$9,896.46
			<i>Notes: reading coach insurance</i>			
	6400	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$285.15
			<i>Notes: reading coach workers comp</i>			
	6400	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$4.49
			<i>Notes: reading coach supplement</i>			
	5100	210-Retirement	4921 - Witter Elementary School	UniSIG		\$1,019.62
			<i>Notes: Daytime tutor retirement</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$746.36
			<i>Notes: Daytime tutor (FICA)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$174.55
			<i>Notes: Daytime tutor (Medicare)</i>			

	5100	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$61.39
			<i>Notes: Daytime tutor workers comp</i>			
	6300	210-Retirement	4921 - Witter Elementary School	UniSIG		\$3,403.25
			<i>Notes: T-pay Planning - data analysis, assessment and content learning retirement</i>			
	6300	220-Social Security	4921 - Witter Elementary School	UniSIG		\$2,491.16
			<i>Notes: FICA - T-pay Planning - data analysis, assessment and content learning</i>			
	6300	220-Social Security	4921 - Witter Elementary School	UniSIG		\$582.61
			<i>Notes: Medicare - T-pay Planning - data analysis, assessment and content learning</i>			
	6300	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$204.92
			<i>Notes: T-pay Planning - data analysis, assessment and content learning workers comp</i>			
	6400	210-Retirement	4921 - Witter Elementary School	UniSIG		\$1,270.50
			<i>Notes: Professional Development Workshops - Phonics and assessment retirement</i>			
	6400	220-Social Security	4921 - Witter Elementary School	UniSIG		\$930.00
			<i>Notes: FICA - Professional Development Workshops - Phonics and assessment</i>			
	6400	220-Social Security	4921 - Witter Elementary School	UniSIG		\$217.50
			<i>Notes: Medicare - Professional Development Workshops - Phonics and assessment (33 hrs with 28 teachers @ \$15 and 1 trainer @ \$38 = \$15,000)</i>			
	6400	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$76.50
			<i>Notes: Professional Development Workshops - Phonics and assessment workers comp</i>			
					Total:	\$324,257.25