

Hillsborough County Public Schools

Mort Elementary School



2020-21 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: 6/15/2020

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 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%)
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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Mort Elementary School

1806 E BEARSS AVE, Tampa, FL 33613

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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.

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, position title, and job duties/responsibilities 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	

Demographic Information

Principal start date

Monday 6/15/2020, Kelly Snellgrove

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.*

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.*

Total number of teacher positions allocated to the school

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 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%)
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 .	

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	128	139	156	142	151	121	0	0	0	0	0	0	0	837
Attendance below 90 percent	39	50	67	43	42	43	0	0	0	0	0	0	0	284
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	36	24	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	0	0	0	0	29	37	0	0	0	0	0	0	0	66

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	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	

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	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	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	0	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	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	0	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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	12	
Students with two or more indicators	0	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	0
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	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	
	(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	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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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	
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Students With Disabilities	
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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%	1

English Language Learners	
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Federal Index - English Language Learners	41
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	
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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%	0

Asian Students	
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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	
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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%	1

Hispanic Students	
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Federal Index - Hispanic Students	44
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	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: During the 2019-2020 school year, the instructional coaches and administrative team focused on student’s response via speaking and learning. After 90 days, we shifted our focus to instructional planning. 70 % of our walkthroughs showed that students were engaged in lessons that did not support there individual needs during small groups for the math. Teachers need to gain knowledge of instructional scaffolding and differenated instruction to support the learning process for all students.

Measurable Outcome: Increase walk-through grade level data by 80%
 Increase SWD student achievement by 10% in each area
 Increase BLK subgroup student achievement by 11% in each area.
 Increase ELL student achievement by 10 %
 Increase White student achievement by 10%
 *Use data from common and formative assessment to progress monitor student performance.

Person responsible for monitoring outcome: Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)

Evidence-based Strategy: Standards-based planning
 Structures to support whole group, small group, and independent learning
 Coaching and learning

Rationale for Evidence-based Strategy: Based on the FSA 19-20, the rationale to close the achievement gap while allow students to engage in learning that supports there direct need for growth.

Action Steps to Implement

The following steps will take place July 1st - June 30th:
 Higher Academic Coaches (Math, Reading,Writing,Technology)
 Plan appropriate task during planning.
 Provide culturally relevant materials and resources to all students.
 Provide aides to support student engagement and individual learning.
 Leadership team will conduct bi-weekly walk-through
 Plan and implement job embedded professional development. (Coaching,Learning walks, Book study,Kagan Monthly and every nine weeks on Saturday)
 Substitutes will be, given to teachers to provide training and planning
 Educational programs, resources/materials, classroom supplies,events or field trips.
 Extended day and year programs (After-school, During the day, Saturday school, and Summer Programs)
 Family Literacy Nights Parent Involvement
 Health Pantry
 Uniform closet

The following steps will take place June 1st - June 30th:
 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.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: During the 2019-2020 school year, the instructional coaches and administrative team focused on student’s response via speaking and learning. After 90 days, we shifted our focus to instructional planning. 70 % of our walkthroughs showed that students were engaged in lessons that did not support there individual needs during small groups for the ELA block. Teachers need to gain knowledge of instructional scaffolding and differenated instruction to support the learning process for all students.

Measurable Outcome: Increase walk-through grade level data by 80%
 Increase SWD student achievement by 10% in each area
 Increase BLK subgroup student achievement by 11% in each area.
 Increase ELL student achievement by 10 %
 Increase White student achievement by 10%
 *Use data from common and formative assessment to progress monitor student performance.

Person responsible for monitoring outcome: Latiecea Hailey-Brown (latiecea.hailey-brown@hcps.net)

Evidence-based Strategy: Standards-based planning
 Structures to support whole group, small group, and independent learning
 Coaching and learning

Rationale for Evidence-based Strategy: During the 2019-2020 school year, the instructional coaches and administrative team focused on student’s response via speaking and learning. After 90 days, we shifted our focus to instructional planning. 70 % of our walkthroughs showed that students were engaged in lessons that did not support there individual needs during small groups for ELA. Teachers need to gain knowledge of instructional scaffolding and differenated instruction to support the learning process for all students.

Action Steps to Implement

- The following steps will take place July 1st - June 30th:
- Higher Academic Coaches (Math, Reading, Writing, Technology)
- Plan appropriate task during planning.
- Provide culturally relevant materials and resources to all students.
- Provide aides to support student engagement and individual learning.
- Leadership team will conduct bi-weekly walk-through
- Plan and implement job embedded professional development. (Coaching, Learning walks, Book study, Kagan Monthly and every nine weeks on Saturday)
- Substitutes will be, given to teachers to provide training and planning
- Educational programs, resources/materials, classroom supplies, events or field trips.
- Extended day and year programs (After-school, During the day, Saturday school, and Summer Programs)
- Family Literacy Nights Parent Involvement
- Health Pantry
- Uniform closet

The following steps will take place June 1st - June 30th:
 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.

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

Additional Schoolwide Improvement Priorities

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

Science Achievement is another area of focus. Each grade level has a science contact that will plan with our district science contact and our assigned AP. Each teacher will be required to embed science standards in ELA and math through our the year. 3-5 science teachers will collaborate with there partner teacher concerning science content. Students will also be invited to attend after school and a science camp.

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.

Mort Elementary became a Community Partnership School during the 2015-2016 school year. The Community Partnership Schools™ model involves the forming of a long-term partnership among at least four core partners — a school district, a university or college, a community-based nonprofit, and a healthcare provider, as well as others. This comprehensive model of a community school leverages the social and institutional capital of the partners, making it possible for the school to offer resources and services that address the needs identified by the community. We have six core partners who have signed a long-term Memorandum of Agreement, making the commitment to work collaboratively to improve the Mort community as well as the lives of our students, staff and families. Our core partners are Hillsborough County Public Schools, Children’s Home Society, Tampa Family Health Centers, University of South Florida, Tampa Innovation Place, and University Area CDC. Along with our core MOA partners, we have a number of community business partners who support our efforts, including Publix, Bay Hope Church, Diamond View Studios, Bible-Based Church, Vistra Communications, DTCC, Straz Center for the Performing Arts, and Caspers.

Through these partnerships, supports are provided on the campus to help bridge the gaps and wrap our families in needed services, including a base of volunteers who assist with students, staff and parents. Additional supports include clothing, meals, health and wellness services, increased parental involvement, and academic enrichment and tutoring, all of which release teachers and administrators to focus on academics. We have also built a strong student leadership program that we refer to as C.A.S.A. A program that was developed to support students character , Academics, Service and Attendance. The program support all students and staff with in the building. Creating a culture of togetherness and strength lead by students.

The community partnership schools objective is to meet the social, emotional, mental, physical, nutritional

and sometimes financial needs of students so they are ready and able to fully engage in the rigorous academic opportunities offered by their school.

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: Instructional Practice: Math				\$281,913.37
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5100	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG	1.0	\$51,000.05	
<i>Notes: Math Resource Less Indirect Costs</i>						
5100	210-Retirement	3121 - Mort Elementary School	UniSIG	1.0	\$4,319.70	
<i>Notes: Math Resource Retirement 8.47% Less Indirect Costs</i>						
5100	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$3,162.00	
<i>Notes: Math Resource FICA 6.2% Less Indirect Costs</i>						
5100	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$739.50	
<i>Notes: Math Resource Medicare 1.45% Less Indirect Costs</i>						
5100	240-Workers Compensation	3121 - Mort Elementary School	UniSIG	1.0	\$260.10	
<i>Notes: Math Resource Workers Comp .51% Less Indirect Costs</i>						
5100	231-Health and Hospitalization	3121 - Mort Elementary School	UniSIG	1.0	\$9,690.01	
<i>Notes: Math Resource Health Ins 19% Less Indirect Costs</i>						
5100	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG	1.0	\$59,840.00	
<i>Notes: RTI Teacher Less Indirect Costs</i>						
5100	210-Retirement	3121 - Mort Elementary School	UniSIG	1.0	\$5,068.45	
<i>Notes: RTI Teacher Retirement 8.47% Less Indirect Costs</i>						
5100	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$3,710.08	
<i>Notes: RTI Teacher FICA 6.2% Less Indirect Costs</i>						
5100	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$867.68	
<i>Notes: RTI Teacher Medicare 1.45% Less Indirect Costs</i>						

	5100	240-Workers Compensation	3121 - Mort Elementary School	UniSIG	1.0	\$305.18
			<i>Notes: RTI Teacher Workers Comp .51% Less Indirect Costs</i>			
	5100	231-Health and Hospitalization	3121 - Mort Elementary School	UniSIG	1.0	\$11,369.60
			<i>Notes: RTI Teacher Health Ins 19% Less Indirect Costs</i>			
	5100	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG	1.0	\$52,000.03
			<i>Notes: RTI Teacher Less Indirect Costs</i>			
	5100	210-Retirement	3121 - Mort Elementary School	UniSIG	1.0	\$4,404.40
			<i>Notes: RTI Teacher Retirement 8.47% Less Indirect Costs</i>			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$3,224.00
			<i>Notes: RTI Teacher FICA 6.2% Less Indirect Costs</i>			
	5100	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$754.00
			<i>Notes: RTI Teacher Medicare 1.45% Less Indirect Costs</i>			
	5100	240-Workers Compensation	3121 - Mort Elementary School	UniSIG	1.0	\$265.20
			<i>Notes: RTI Teacher Workers Comp .51% Less Indirect Costs</i>			
	5100	231-Health and Hospitalization	3121 - Mort Elementary School	UniSIG	1.0	\$9,880.01
			<i>Notes: RTI Teacher Health Ins 19% Less Indirect Costs</i>			
	5100	510-Supplies	3121 - Mort Elementary School	UniSIG	1.0	\$15,261.38
			<i>Notes: Classroom materials and supplies to enhance student learning</i>			
	5100	730-Dues and Fees	3121 - Mort Elementary School		1.0	\$0.00
			<i>Notes: Students in grades 3-5 will Through observation and exploration of wildlife, students will discover how behavior contributes to animals' well-being and survival in the wild. Traveling through the unique lands and settings of Disney's Animal Kingdom park, students will gain knowledge of the challenges and threats that face wildlife populations, along with the potential consequences and impact these adversities have on humankind. This journey leads students to understand that each animal species has a place in the circle of life. 461 students t \$130 per student</i>			
	6300	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG		\$45,792.00
			<i>Notes: Mort Manatee Summer Camp: Summer program to impact at 200-250 students in grades 2nd through -5th grade. Students will focus on standers base instruction over a four-week period. One Asst. Principal to run the camp and 20 teachers. The program will run from June 7th through June 28th Hours: Teachers – 8:00am – 1:00pm and Students – 8:00am – 12:30am Camp Director: 6 x \$27= \$162 per day \$162 x 4 = \$648 per day \$648 x 4 weeks = 2,592.00 Cost for teachers: 5 x \$27 = \$135 per day \$135 x 4 = \$540 per week \$540 x 4 weeks = \$2,160 20 teachers x \$ 2,160 = \$43,200 1 Camp Director x \$2,592.00 = \$45,792.00</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$148,515.09
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

6300	130-Other Certified Instructional Personnel	3121 - Mort Elementary School	UniSIG	1.0	\$45,500.09
<i>Notes: Teacher Leader Less Indirect Costs</i>					
6300	210-Retirement	3121 - Mort Elementary School	UniSIG	1.0	\$3,853.86
<i>Notes: Teacher Leader Retirement 8.47% Less Indirect Costs</i>					
6300	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$2,821.00
<i>Notes: Teacher Leader FICA 6.2% Less Indirect Costs</i>					
6300	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$659.75
<i>Notes: Teacher Leader Medicare 1.45% Less Indirect Costs</i>					
6300	240-Workers Compensation	3121 - Mort Elementary School	UniSIG	1.0	\$232.05
<i>Notes: Teacher Leader Workers Comp .51% Less Indirect Costs</i>					
6300	231-Health and Hospitalization	3121 - Mort Elementary School	UniSIG	1.0	\$8,645.01
<i>Notes: Teacher Leader Health Ins 19% Less Indirect Costs</i>					
5100	120-Classroom Teachers	3121 - Mort Elementary School	UniSIG	1.0	\$64,000.09
<i>Notes: Writing Resource Teacher Less Indirect Costs</i>					
5100	210-Retirement	3121 - Mort Elementary School	UniSIG	1.0	\$5,420.81
<i>Notes: Writing Resource Teacher Retirement 8.47% Less Indirect Costs</i>					
5100	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$3,968.01
<i>Notes: Writing Resource Teacher FICA 6.2% Less Indirect Costs</i>					
5100	220-Social Security	3121 - Mort Elementary School	UniSIG	1.0	\$928.00
<i>Notes: Writing Resource Teacher Medicare 1.45% Less Indirect Costs</i>					
5100	240-Workers Compensation	3121 - Mort Elementary School	UniSIG	1.0	\$326.40
<i>Notes: Writing Resource Teacher Workers Comp .51% Less Indirect Costs</i>					
5100	231-Health and Hospitalization	3121 - Mort Elementary School	UniSIG	1.0	\$12,160.02
<i>Notes: Writing Resource Teacher Health Ins 17.7% Less Indirect Costs</i>					
Total:					\$444,030.00