

Hillsborough County Public Schools

Witter Elementary School



2021-22 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: 7/1/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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Witter Elementary School

10801 N 22ND ST, Tampa, FL 33612

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an education 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Irving, Rita Ann	Principal	To serve as an instructional leader in order to promote teacher and student growth.
Trombley, Calvin	Assistant Principal	To serve as an instructional leader in order to promote teacher and student growth.
Olson, Chelsea	Reading Coach	Facilitate planning sessions, professional development, data sessions, and provide instructional support to classroom teachers.
Nalepa, Carly	Math Coach	Facilitate planning sessions, professional development, data sessions, and provide instructional support to classroom teachers.
Stone-Hamilton, Samantha	Behavior Specialist	Facilitate professional development and provide classroom management support to classroom teachers. Serves as Chair of Behavior Committee focused on schoolwide tiered behavior system and social-emotional learning.

Demographic Information

Principal start date

Wednesday 7/1/2020, Ginette Hoze

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.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

569

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	86	74	79	104	75	88	0	0	0	0	0	0	0	506
Attendance below 90 percent	39	31	29	43	25	26	0	0	0	0	0	0	0	193
One or more suspensions	0	0	0	2	1	7	0	0	0	0	0	0	0	10
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 FSA ELA assessment	0	0	0	35	22	30	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	41	40	32	0	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	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	1	1	4	0	0	0	0	0	0	0	6

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 2/17/2022

2020-21 - 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	65	80	83	93	81	78	0	0	0	0	0	0	0	480
Attendance below 90 percent	20	27	35	29	26	28	0	0	0	0	0	0	0	165
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	13	25	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	33	0	0	0	0	0	0	0	45

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	

2020-21 - 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	65	80	83	93	81	78	0	0	0	0	0	0	0	480
Attendance below 90 percent	20	27	35	29	26	28	0	0	0	0	0	0	0	165
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	13	25	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	33	0	0	0	0	0	0	0	45

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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	52%	57%	36%	52%	56%
ELA Learning Gains				45%	55%	58%	40%	52%	55%
ELA Lowest 25th Percentile				44%	50%	53%	47%	46%	48%
Math Achievement				31%	54%	63%	41%	55%	62%
Math Learning Gains				38%	57%	62%	45%	57%	59%
Math Lowest 25th Percentile				40%	46%	51%	51%	44%	47%
Science Achievement				29%	50%	53%	44%	51%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	23%	52%	-29%	58%	-35%
Cohort Comparison						
04	2021					
	2019	35%	55%	-20%	58%	-23%
Cohort Comparison		-23%				
05	2021					
	2019	31%	54%	-23%	56%	-25%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	26%	54%	-28%	62%	-36%
Cohort Comparison						
04	2021					
	2019	24%	57%	-33%	64%	-40%
Cohort Comparison		-26%				
05	2021					
	2019	31%	54%	-23%	60%	-29%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	51%	-22%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Diagnostics (Fall, Winter, & Spring)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	24	46
	Economically Disadvantaged	18	24	46
	Students With Disabilities	0	17	25
	English Language Learners	4	10	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	5	45
	Economically Disadvantaged	4	5	45
	Students With Disabilities	0	0	25
	English Language Learners	4	6	38
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	23	35
	Economically Disadvantaged	15	23	35
	Students With Disabilities	8	14	29
	English Language Learners	9	9	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	14	30
	Economically Disadvantaged	6	14	30
	Students With Disabilities	0	7	31
	English Language Learners	6	6	18

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	34	43
	Economically Disadvantaged	17	34	43
	Students With Disabilities	6	12	12
	English Language Learners	13	21	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	10	29
	Economically Disadvantaged	4	10	29
	Students With Disabilities	0	0	6
	English Language Learners	3	12	27
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	15	28
	Economically Disadvantaged	10	15	27
	Students With Disabilities	0	14	5
	English Language Learners	0	6	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	14	26
	Economically Disadvantaged	5	14	26
	Students With Disabilities	0	0	18
	English Language Learners	0	6	5

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	17	23
	Economically Disadvantaged	14	17	23
	Students With Disabilities	11	5	5
	English Language Learners	5	19	13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	18	31
	Economically Disadvantaged	15	18	31
	Students With Disabilities	6	5	5
	English Language Learners	10	14	35
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	9	25		15	45	60	12				
ELL	27	57		34	53		31				
BLK	27	42		28	55		26				
HSP	31	47		40	56		34				
WHT	20			20							
FRL	27	45	55	31	54	68	26				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	20
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The following data components with the lowest performance in spring 2021 on Florida Standards Assessment:

ELA Achievement 28% (-4% from 2019)

Math Achievement 33% (+2% from 2019)

Science Achievement 28% (-1% from 2019)

Based on the following data, it appears core instruction across content areas requires strengthening. Our lowest performing ESSA subgroup is Students with Disabilities with a Federal Index of 28% followed by our White Students subgroup with a Federal Index of 20%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

All data with the exception of Reading Achievement and Science showed increases in the 2021 school grade components. The data with the greatest decline was Reading Achievement with a 4% decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the decline are a need for planning coherent instruction with a focus on task and standard alignment. With a continuation of collaborative planning for whole group instruction in the 21-22 school year, we have layered in small group planning support using the Jan Richardson planning template from "Next Steps in Guided Reading."

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component reflecting the most improvement was Math Lowest Quartile Learning Gains with a 28% increase from 40% to 68%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors contributing to this increase was the implementation of collaborative planning for math instruction. Additionally, data sessions allowed content-area coach and teachers to identify classroom and individual student trends and develop short term reteach plans.

What strategies will need to be implemented in order to accelerate learning?

During planning, content coaches refer to grade level crosswalks to identify the gaps students have from previous grade levels. Teachers then plan to support these gaps using appropriate strategies while still utilizing grade level content.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Site-based professional development opportunities will be developed based on needs identified during classroom walkthroughs and observation trends. In addition to weekly planning support and mini PD sessions during teacher planning time, we will also offer Discourse Strategies PD, learning walks, side-by-side coaching, model lessons, etc.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our goal for 21-22 is to enhance our existing systems and structures developed 20-21 school year. This includes content planning with skilled facilitators, teacher development via feedback, coaching cycles, and professional development. Additionally, with the support of our Region 2 Transformation Network team, we consistently review the effectiveness of our systems and structures and make adjustments as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Description/Instructional Priority: Teachers will leverage data to provide scaffolding strategies and on-going feedback to accelerate learning of on grade level content.

Area of Focus Description and Rationale:

Rationale: Based on our data, student achievement related to ELA, Mathematics, and Science were identified as components that decreased in spring 2019. Also, 2020 projections from HCPS Assessment and Accountability showed decreases in all components with the exception of Mathematics Achievements. Projected Total Points showed an overall decrease from 259 (37%) to 240 (34%).

From the data, it is evident that core instruction requires strengthening in all core content areas. More specifically, in understanding the depth and expectations of grade level standards, planning protocols to support coherent instruction, and implementation of strategies to deliver high-quality, equitable instruction.

Measurable Outcome:

Student Outcomes:

From the 2019 Florida Standards Assessment, scores will increase in the 2022 FSA school grade components as listed below:

ELA Achievement (32% to 41%)

ELA Learning Gains (45% to 60%)

ELA Learning Gains of Lowest 25% (44% to 60%)

Mathematics Achievement (31% to 41%)

Mathematics Learning Gains (38% to 50%)

Mathematics Learning Gains of Lowest 25% (40% to 50%)

Science Achievement (29% to 41%)

Monitoring:

Teacher Outcomes:

By spring 2022, 100% of teachers, as evidenced in strategic classroom walkthroughs using a school created Microsoft Form, will demonstrate grade-level task alignment to standards.

This Area of Focus will be monitored through strategic classroom walkthroughs including quantitative data. Additionally, both formative and adaptive student assessment data will be used to monitor grade-level task alignment to the standards.

Person responsible for monitoring outcome:

Rita Ann Irving (ritaann.irving@hcps.net)

Evidence-based Strategy:

1. Use of student data to provide scaffolded strategies for acceleration
2. On-going feedback to teachers based on the classroom walkthrough observation data.
3. Facilitated collaborative planning based on student data analysis
4. Professional development for grade-level standards-based instruction

Rationale for Evidence-based Strategy:

After analyzing student data, the need for scaffolded instruction was determined, based on the number of students performing below grade level. The further development of teachers' expertise through ongoing feedback, professional development, and collaboration through planning sessions was determined from walkthroughs during 2020-2021. These strategies will ensure students receive instruction aligned to expectations of the grade-level standards to meet learners' needs.

Action Steps to Implement

The master schedule ensures dedicated and protected common planning time for all grade levels on a weekly basis, facilitated by site-based coaches, to plan for standards-aligned instruction. This occurs from 7:00-8:00 a.m.

Monitoring: The Assistant Principal will attend planning sessions to monitor the fidelity and provide feedback to teachers and coaches.

Person Responsible Calvin Trombley (calvin.trombley@hcps.net)

Establish systems for effective instructional planning. The Reading Coach and Math Resource Teacher will collaborate with administration to develop protocols for planning including:

Before planning: Review planning resources which include standards, FSA Test Item Specifications, ELA and math resources (i.e. Heinemann Math in Practice, Reading Strategies by Jennifer Serravallo, etc.)

During planning: Develop a common understanding of the standards. Select tasks aligned to standards and determine facilitation of instruction including technology integration (i.e. Newline Multi-touch Display Panels in 4th and 5th grade classrooms and nearpod Live Participation and Student-Paced lessons).

Develop formative assessment(s) including tasks, shared via Microsoft Teams, accessible to Leadership and administration.

After planning: Monitor implementation of plans into instructional practice including evidence of task alignment, formal and informal assessments, planned questions to promote thinking, and small group instruction.

Monitoring: The principal will monitor to ensure the planning protocol components (before, during, after) are followed.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

The school-level leadership team and district-level support will provide professional development to all teachers on coherent, standards-based instruction to include:

- a. Utilization of planning resources
- b. Provide targeted job-embedded professional development facilitated by the Reading Coach and Math Resource Teacher to include learning walks, classroom observations, side-by-side coaching, etc.
- c. Provide professional development opportunities for teachers, by securing substitutes, for classroom coverage
- d. Increase use of classroom technology, including Newline Multi-touch Display Panels and Nearpod, to monitor students' understanding, provide immediate feedback, and differentiate strategies and resources
- e. specific strategies to address each of the following underperforming ESSA subgroups (Students with Disabilities, English Language Learners, Black/African American, and Economically Disadvantaged).

Person Responsible Chelsea Olson (chelsea.olson@hcps.net)

Implement systems for progress monitoring:

- a. Follow schedule for content-specific walkthroughs conducted by the leadership team
- b. Utilize look-fors to monitor the implementation of instructional plans into practice
- c. Use a system to capture both qualitative and quantitative data
- d. Analyze walkthrough trends to determine next steps in planning and/or coaching support
- e. Analyze student data to identify content, grade level, teacher, and individual student trends in order to determine next steps and prioritize instructional supports
- f. Dedicated time will be provided following district and site-based formative assessments for data chats to conduct data analysis and action planning. Time will be dedicated on the agenda for an in-depth analysis of the progress and needs of each ESSA subgroups (Students with Disabilities, English Language Learners, Black/African American, and Economically Disadvantaged).
- g. Review and monitor the action plans, developed during the planning sessions, through weekly walkthroughs.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

Provide targeted support to specifically identified groups of students (125 3rd-5th Tier 2 students and Level 2 FSA students) through Extended Learning Programs, including Saturday Academy opportunities.

Hire eight highly-effective staff to provide both remediation and enrichment opportunities to students.
Monitoring: Teachers will utilize school and district formative assessments to monitor students' growth as a result of the additional instruction provided. The Assistant Principal, Reading Coach and Math Resource Teacher will review the tutorial plans used during instruction.

Person Responsible Calvin Trombley (calvin.trombley@hcps.net)

Hire a Reading Coach. The Reading Coach will plan weekly with grade level teams and individual teachers to ensure high-quality instruction is provided to all students. Reading Coach will implement coaching cycles including goal-setting and specific instructional feedback. Following adaptive and formative assessments, Reading Coach will facilitate data chats to identify grade level, classroom level, and individual student data trends. Coach will also support next step action planning based on assessment results. Reading Coach will provide specific instructional support to prioritized students in grades 3-5, both in the Lowest Quartile and in our identified ESSA subgroups (Students with Disabilities, English Language Learners, Black/African American, and Economically Disadvantaged).
Monitoring: The principal will monitor the Reading Coach's coaching log, observe the Coach during coaching and planning sessions and provide feedback.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

Assistant Teacher will support primary students in KG-2nd grade. Support will include remediation of foundational skills both individually and in small groups. Schedule will be created to maximize support to students in our ESSA subgroups (Students with Disabilities, English Language Learners, Black/African American, and Economically Disadvantaged).
Monitoring: The principal will monitor the Assistant Teacher during instruction and provide feedback.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

Purchase instructional supplies to support task alignment and standards-based planning. Instructional supplies include math manipulatives, science tools, student notebooks, chart paper, white boards, clip boards, headphones, folders, binders, etc. These supplies will be used by students and teachers to provide access to appropriate grade-level tasks.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Description: Witter will implement a schoolwide behavior system to support students and improve the school climate.

Area of Focus Description and Rationale:

Rationale: Based on spring 2021 Panorama Education student survey data, students have a low perception in the following topics:
 School Climate 54% favorable responses (20th-39th percentile compared to others nationally)
 School Safety 48% favorable responses (20th-39th percentile compared to others nationally)
 After analyzing student data, the need for PBIS, including SEL, was determined. Students and teachers need additional support in understanding and implementing PBIS and Response to Intervention, in order to meet students' needs.

Measurable Outcome:

From the spring 2021 student Panorama Education student survey data, scores will increase in 2022 as listed below:
 School Climate (54% to 70%)
 School Safety (48% to 70%)

Monitoring:

Data will be monitored from multiple sources including 2021-2022 Panorama Education student surveys, EdConnect discipline (Behavior Tracker and referrals), and PBIS Rewards fidelity data in order to assess effectiveness of tiered behavior system and SEL implementation.

Person responsible for monitoring outcome:

Samantha Stone-Hamilton (samantha.stone-hamilton@hcps.net)

Evidence-based Strategy:

1. Behavior Matrix to support tiered behavior system
2. Professional development to create culturally responsive and trauma-informed classrooms

Rationale for Evidence-based Strategy:

Support the development of teacher understanding of effective behavior management and social-emotional learning in order to build capacity in creating culturally responsive and trauma-informed classrooms.

Action Steps to Implement

The Rtl Resource Teacher and the Leadership team will support teachers as they implement a newly developed school-wide Behavior Matrix expectations including:

- a. Procedures in classrooms
- b. Procedures in common areas (hallways, cafeteria, Media Center, etc.)
- c. Protocol for disruptive behaviors impeding the learning environment (Majors vs. Minors and Behavior Tracker vs. Office Discipline Referral)

Person Responsible

Samantha Stone-Hamilton (samantha.stone-hamilton@hcps.net)

The Rtl Resource Teacher aids teachers' implementation of the following social-emotional learning supports in each classroom including:

- a. Zones of Regulations for emotional regulation
- b. Sanford Harmony
- c. Inner Explorer for mindfulness
- d. Peace Corner/Safe Space (purpose, components, and examples)
- e. Morning Meetings

Person Responsible Samantha Stone-Hamilton (samantha.stone-hamilton@hcps.net)

Utilize the system to progress monitor the Behavior Matrix expectations and social-emotional learning including:

- a. a schedule for walkthroughs conducted by the leadership team
- b. specific look-fors to capture both qualitative and quantitative data
- c. walkthrough trends to determine next steps in planning and/or coaching support

Monitoring: The principal and RtI Resource Teacher will monitor the fidelity and effectiveness of the progress monitoring system.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

RtI Resource will serve as chairperson of the behavior and SEL committee and will lead professional development alongside committee members. Committee will be responsible for establishing school-wide behavior expectations including transitions, cafeteria, dismissal, classroom, etc. Committee will also monitor data from multiple sources including 2021-2022 Panorama Education student surveys, discipline, and PBIS Rewards data in order to assess the effectiveness of the tiered behavior system and SEL implementation.

Monitoring: The principal will monitor the RtI Resource Teacher's schedule, observe the RtI Teacher during coaching and planning sessions and provide feedback.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on Florida Standards Assessment (FSA) minimal growth was made from spring 2019 to spring 2021 in the areas ELA Learning Gains and Learning Gains of Lowest 25%. Based on the 2021 ELA FSA scores, 28% in grade 3, 24% in grade 4, and 27% in grade 5 scored at proficiency. These scores were due to gaps in foundational skills. By focusing on ELA proficiency, the instructional improvements will include targeted instruction in small groups, including explicit phonics instruction for intermediate students, resulting in an improvement in student proficiency.
Measurable Outcome:	From the spring 2021 Florida Standards Assessment, scores will increase in the 2022 FSA school grade components as listed below: ELA Achievement (28% to 41%) ELA Learning Gains (47% to 60%) ELA Learning Gains of Lowest 25% (55% to 60%) Teacher Outcomes: By spring 2022, 100% of teachers, as evidenced in strategic classroom walkthroughs using a school created Microsoft Form, will demonstrate grade-level task alignment to standards.
Monitoring:	This Area of Focus will be monitored through strategic classroom walkthroughs including quantitative data. Additionally, both formative and adaptive student assessment data will be used to monitor grade-level task alignment to the standards. Monitoring for the desired outcome will be ongoing including ELA Progress Monitoring Assessments and i-Ready diagnostics.
Person responsible for monitoring outcome:	Rita Ann Irving (ritaann.irving@hcps.net)
Evidence-based Strategy:	1. Use of student data to provide scaffolded strategies for acceleration 2. On-going feedback to teachers based on the classroom walkthrough observation data. 3. Facilitated collaborative planning based on student data analysis 4. Professional development for grade-level standards-based instruction
Rationale for Evidence-based Strategy:	After analyzing student data, the need for scaffolded instruction was determined, based on the number of students performing below grade level. The further development of teachers' expertise through ongoing feedback, professional development, and collaboration through planning sessions was determined from walkthroughs during 2020-2021. These strategies will ensure students receive instruction aligned to expectations of the grade-level standards to meet learners' needs.

Action Steps to Implement

Hire a Reading Coach. The Reading Coach will plan weekly with grade level teams and individual teachers to ensure high-quality instruction is provided to all students. Reading Coach will implement coaching cycles including goal-setting and specific instructional feedback. Following adaptive and formative assessments, Reading Coach will facilitate data chats to identify grade level, classroom level, and individual student data trends. Coach will also support next step action planning based on assessment results. Reading Coach will provide specific instructional support to prioritized students in grades 3-5, both in the Lowest Quartile and in our identified ESSA subgroups (Students with Disabilities, English Language Learners, Black/African American, and Economically Disadvantaged).

Monitoring: The principal will monitor the Reading Coach's coaching log, observe the Coach during coaching and planning sessions and provide feedback.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

Establish systems for effective instructional planning. The Reading Coach will collaborate with administration to develop protocols for planning including:

Before planning: Review planning resources which include standards, FSA Test Item Specifications, ELA resources (i.e. district instructional guides, Reading Strategies by Jennifer Serravallo, etc.)

During planning: Develop a common understanding of the standards. Select tasks aligned to standards and determine facilitation of instruction. Develop formative assessment(s) including tasks, shared via Microsoft Teams, accessible to Leadership and administration.

After planning: Monitor implementation of plans into instructional practice including evidence of task alignment, formal and informal assessments, planned questions to promote thinking, and small group instruction.

Monitoring: The principal will monitor to ensure the planning protocol components (before, during, after) are followed.

Person Responsible Rita Ann Irving (ritaann.irving@hcps.net)

Provide targeted support to specifically identified groups of students (125 3rd-5th Tier 2 students and Level 2 FSA students) through Extended Learning Programs, including Saturday Academy opportunities.

Hire eight highly-effective staff to provide both remediation and enrichment opportunities to students.

Monitoring: Teachers will utilize school and district formative assessments to monitor students' growth as a result of the additional instruction provided. The Assistant Principal and Reading Coach will review the tutorial plans used during instruction.

Person Responsible Chelsea Olson (chelsea.olson@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Witter reported a 4.8 incidents per 100 students. This rate is greater than the statewide elementary school rate of 1.0 per 100 students. Witter will focus on school climate, school safety, and discipline/referrals within the schoolwide behavior system. EdConnect discipline (behavior tracker and referrals) and PBIS rewards' fidelity data will be monitored in order to assess effectiveness of tiered behavior system and SEL implementation. The Panorama Education Student Surveys will be used as a progress monitoring tool.

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.

Witter Elementary will engage parents and families through several events and informational sessions throughout the school year. We will have a continued focus on parental and community support of academics, as well as the social and emotional health of our students. Our goal is to increase opportunities to meaningfully engage with our parents, families, and stakeholders.

We will communicate consistent and clear expectations for positive school behavior based on our ROAR expectations:

- Remain Responsible
- Operate Safely
- Achieve Academic Goals
- Respect Others

PBIS Rewards points will be distributed for students to earn quarterly event incentives and shop at our school store.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Natosha Bagley, PFE Liaison
Samantha Stone-Hamilton, Rtl Resource
Roxane Lozano, Media Specialist & SAC Chair

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$239,740.32
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG	1.0	\$53,710.13
			Notes: *RTI Resource Teacher will serve as chairperson of behavior and SEL committee and will lead professional development alongside committee members. Committee will be			

			<i>responsible for establishing school-wide behavior expectations including transitions, cafeteria, dismissal, classroom, etc. Committee will also monitor data from multiple sources including 2021-2022 Panorama Education student surveys, discipline, and PBIS Rewards data in order to assess effectiveness of tiered behavior system and SEL implementation.</i>			
	5100	210-Retirement	4921 - Witter Elementary School	UniSIG		\$5,811.44
			<i>Notes: *RTI Resource Teacher-Retirement (10.82%)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$3,330.03
			<i>Notes: *RTI Resource Teacher-FICA (6.2%)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$778.80
			<i>Notes: *RTI Resource Teacher-Medicare (1.45%)</i>			
	5100	230-Group Insurance	4921 - Witter Elementary School	UniSIG		\$10,014.93
			<i>Notes: *RTI Resource Teacher-Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$273.92
			<i>Notes: *RTI Resource Teacher-Workers Comp (.51%)</i>			
	6400	130-Other Certified Instructional Personnel	4921 - Witter Elementary School	UniSIG	1.0	\$51,400.19
			<i>Notes: *Reading Coach will plan weekly with grade level teams and individual teachers to ensure high-quality instruction is provided to all students. Reading Coach will implement coaching cycles including goal-setting and specific instructional feedback. Following adaptive and formative assessments, Reading Coach will facilitate data chats to identify grade level, classroom level, and individual student data trends. Coach will also support next step action planning based on assessment results. Reading Coach will provide specific instructional support to prioritized students in grades 3-5, both in the Lowest Quartile and in our identified ESSA subgroups (Students with Disabilities, English Language Learners, Black/African American, and Economically Disadvantaged).</i>			
	6400	210-Retirement	4921 - Witter Elementary School	UniSIG		\$5,561.50
			<i>Notes: *Reading Coach-Retirement (10.82%)</i>			
	6400	220-Social Security	4921 - Witter Elementary School	UniSIG		\$3,186.81
			<i>Notes: *Reading Coach-FICA (6.2%)</i>			
	6400	220-Social Security	4921 - Witter Elementary School	UniSIG		\$745.30
			<i>Notes: *Reading Coach-Medicare (1.45%)</i>			
	6400	230-Group Insurance	4921 - Witter Elementary School	UniSIG		\$9,576.04
			<i>Notes: *Reading Coach-Health and Life Insurance (19%)</i>			
	6400	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$262.14
			<i>Notes: *Reading Coach-Workers Comp (.51%)</i>			
	5100	150-Aides	4921 - Witter Elementary School	UniSIG	1.0	\$38,578.50

			<i>Notes: Assistant Teacher BD is a new position that will support primary students in KG-2nd grade. Support will include remediation of foundational skills both individually and in small groups. Schedule will be created to maximize support to students in our ESSA subgroups (Students with Disabilities, English Language Learners, Black/African American, and Economically Disadvantaged).</i>			
	5100	210-Retirement	4921 - Witter Elementary School	UniSIG		\$4,175.17
			<i>Notes: Assistant Teacher BD Lvl-Retirement (10.82%)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$2,392.43
			<i>Notes: Assistant Teacher BD Lvl-FICA (6.2%)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$559.52
			<i>Notes: Assistant Teacher BD Lvl-Medicare (1.45%)</i>			
	5100	230-Group Insurance	4921 - Witter Elementary School	UniSIG		\$7,331.63
			<i>Notes: Assistant Teacher BD Lvl-Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$196.80
			<i>Notes: Assistant Teacher BD Lvl-Workers Comp (.51%)</i>			
	5100	120-Classroom Teachers	4921 - Witter Elementary School	UniSIG		\$9,167.21
			<i>Notes: Tutorial to support targeted support to specifically identified groups of students through Extended Learning Programs, including Saturday Academy opportunities. Hire 8 highly-effective staff to provide both remediation and enrichment opportunities to students at a pay rate of \$27for 4 hours each week for 12 weeks. This program will be held for 125 3rd-5th grade Tier 2 students as well as students who scored Level 2 on FSA.</i>			
	5100	210-Retirement	4921 - Witter Elementary School	UniSIG		\$991.89
			<i>Notes: Tutorial -Retirement (10.82%)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$568.37
			<i>Notes: Tutorial -FICA (6.2%)</i>			
	5100	220-Social Security	4921 - Witter Elementary School	UniSIG		\$132.92
			<i>Notes: Tutorial -Medicare (1.45%)</i>			
	5100	240-Workers Compensation	4921 - Witter Elementary School	UniSIG		\$46.75
			<i>Notes: Tutorial -Workers Comp (.51%)</i>			
	5100	520-Textbooks	4921 - Witter Elementary School	UniSIG		\$6,645.36
			<i>Notes: Nearpod is a system designed to combine technology and curriculum and allow students to engage with content and one another for increased understanding. When students engage with Nearpod, there are multiple opportunities for students to respond to information presented as part of rigorous standards-based lessons.</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	4921 - Witter Elementary School	UniSIG		\$9,772.00

			Notes: Purchase 7 Newline display boards to be placed into 7 classrooms to be placed into 7 classrooms in grades 3-5. The display boards will enhance teaching in the classrooms for teachers. It will allow opportunities for students to enhance their learning through technology.			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	4921 - Witter Elementary School	UniSIG		\$4,172.00
			Notes: Purchase 7 Newline display stands to be placed into 7 classrooms in grades 3-5.			
	5100	510-Supplies	4921 - Witter Elementary School	UniSIG		\$8,358.54
			Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
	5100	519-Technology-Related Supplies	4921 - Witter Elementary School	UniSIG		\$2,000.00
			Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$251,346.25