

Hillsborough County Public Schools

Eisenhower Middle School



2018-19 Schoolwide Improvement Plan

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Eisenhower Middle School

7620 OLD BIG BEND RD, Gibsonton, FL 33534

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To prepare our students to be productive and informed members of society by building Relationships that foster Self- Discipline, Integrity and Accountability through a culture of Respect.

Provide the school's vision statement.

Building Five Star Generals One Star at at Time.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Von Ancken, Johan	Principal
Glenn, Brandon	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Leadership team meetings can include the following:

Principal

Assistant Principal / ELP Coordinator

Guidance Counselor

SAC Chairs

School Psychologist/ Behavior team Representative

School Social Worker/ Attendance Committee Representative

Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)

ESE teachers

PLC Liaisons for each grade level and/or content area

District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:

1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	54	70	76	0	0	0	0	200	
One or more suspensions	0	0	0	0	0	0	10	70	75	0	0	0	0	155	
Course failure in ELA or Math	0	0	0	0	0	0	4	35	40	0	0	0	0	79	
Level 1 on statewide assessment	0	0	0	0	0	0	151	127	141	0	0	0	0	419	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	40	22	21	0	0	0	0	83	

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	5	3	1	0	0	0	0	9	
Retained Students: Previous Year(s)	0	0	0	0	0	0	3	4	8	0	0	0	0	15	

Date this data was collected

Friday 10/19/2018

Year 2016-17 - 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	1	2	0	0	0	39	57	68	1	0	0	6	174	
One or more suspensions	0	0	0	0	0	0	1	13	29	0	0	0	0	43	
Course failure in ELA or Math	0	0	0	0	0	0	1	13	29	0	0	0	0	43	
Level 1 on statewide assessment	0	0	0	1	1	1	139	128	176	1	0	0	7	454	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	2	3	27	69	89	1	0	0	6	197	

Year 2016-17 - 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	1	2	0	0	0	39	57	68	1	0	0	6	174	
One or more suspensions	0	0	0	0	0	0	1	13	29	0	0	0	0	43	
Course failure in ELA or Math	0	0	0	0	0	0	1	13	29	0	0	0	0	43	
Level 1 on statewide assessment	0	0	0	1	1	1	139	128	176	1	0	0	7	454	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	2	3	27	69	89	1	0	0	6	197

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was 8th Grade Math. Only 20% of our 8th grade students were proficient on the 8th Grade Math FSA and these scores have been steadily declining over the past three years.

Which data component showed the greatest decline from prior year?

The 6th Grade Math FSA scores showed the greatest decline from the prior year. The scores dropped 11% from 2017 to 2018.

Which data component had the biggest gap when compared to the state average?

The 8th Grade Math FSA scores had the biggest gap when compared to the state average. There was a 25% difference between our student's who were proficient (20%) and student's who were proficient across the state of Florida (45%).

Which data component showed the most improvement? Is this a trend?

The 7th Grade Math FSA scores showed the most improvement this past school year. The scores increased by 10% from the previous year. The previous year showed 6th Grade Math FSA scores being the largest increase, so 7th grade score increases are not a trend however, it is worth noting that it is the same group of students over the past two years who have shown the greatest improvement in math scores.

Describe the actions or changes that led to the improvement in this area.

Several actions were taken to help increase student achievement. ELP was offered throughout the year for those students who required additional help in both Math and ELA. Teachers began attending weekly PLC's that were focused on analyzing data and using that analysis to help drive the learning process in their classrooms. Bimonthly ILT meetings were held which were also focused on data and best practices that were occurring in classrooms. The final area was the ability for teacher to have common planning time and use that time to strategize about how to increase student learning and ultimately student achievement.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	52%	53%	38%	49%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	50%	53%	54%	42%	53%	53%
ELA Lowest 25th Percentile	39%	48%	47%	40%	46%	45%
Math Achievement	52%	56%	58%	44%	54%	55%
Math Learning Gains	55%	59%	57%	43%	57%	55%
Math Lowest 25th Percentile	46%	52%	51%	36%	49%	47%
Science Achievement	36%	47%	52%	36%	46%	50%
Social Studies Achievement	61%	66%	72%	56%	66%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	54 (39)	70 (57)	76 (68)	200 (164)
One or more suspensions	10 (1)	70 (13)	75 (29)	155 (43)
Course failure in ELA or Math	4 (1)	35 (13)	40 (29)	79 (43)
Level 1 on statewide assessment	151 (139)	127 (128)	141 (176)	419 (443)

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
06	2018	39%	52%	-13%	52%	-13%
	2017	44%	49%	-5%	52%	-8%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	52%	52%	0%	51%	1%
	2017	43%	54%	-11%	52%	-9%
Same Grade Comparison		9%				
Cohort Comparison		8%				
08	2018	37%	54%	-17%	58%	-21%
	2017	39%	53%	-14%	55%	-16%
Same Grade Comparison		-2%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	42%	48%	-6%	52%	-10%
	2017	53%	47%	6%	51%	2%
Same Grade Comparison		-11%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	60%	61%	-1%	54%	6%
	2017	50%	61%	-11%	53%	-3%
Same Grade Comparison		10%				
Cohort Comparison		7%				
08	2018	20%	29%	-9%	45%	-25%
	2017	27%	28%	-1%	46%	-19%
Same Grade Comparison		-7%				
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	36%	48%	-12%	50%	-14%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	65%	-5%	71%	-11%
2017	57%	67%	-10%	69%	-12%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	87%	63%	24%	62%	25%
2017	82%	63%	19%	60%	22%
Compare		5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	56%	-56%	56%	-56%
2017	0%	56%	-56%	53%	-53%
Compare		0%			

Subgroup Data

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	30	26	18	42	41	14	23			
ELL	16	35	32	25	44	46	16	33	92		
ASN	73	60		93	78		64	93			
BLK	31	50	43	42	45	38	26	53	85		
HSP	38	43	33	43	50	49	32	54	77		
MUL	54	53	27	63	65		33	68			
WHT	55	55	49	64	62	45	47	69	79		
FRL	36	46	40	46	51	43	28	57	81		
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	5	35	37	10	35	32	11	27			
ELL	16	39	38	25	42	30	13	33			
ASN	79	88		89	96						
BLK	33	46	45	41	55	44	27	51	74		
HSP	34	47	42	47	58	41	26	53	81		
MUL	38	46		59	62	70	33	70			
WHT	54	58	43	64	62	50	49	71	78		
FRL	34	48	41	45	55	45	28	51	74		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Teaching to the complexity of the standards
Rationale	Students are learning, but not mastering, the state standards. In order to see an increase in state assessment scores, we need to deepen the learning of those standards and teach to the complexity of the standard so that mastery can be achieved.
Intended Outcome	Students will be able to not only understand and comprehend what the standards are saying, but they will be able to discuss and analyze the standards on a deeper and more complex level. Students will be able to apply the knowledge and theories behind the standards into their every day lives.
Point Person	Brandon Glenn (brandon.glenn@hcps.net)
Action Step	
Description	Teachers will participate in multiple professional development opportunities to help them better deconstruct the standards they are teaching and create strategies to help the students dig deeper into the complexity of those standards. In the teacher's weekly PLC's they will continue to discuss the standards and what strategies are working in their classrooms and share products that the students are creating that show their understanding and comprehension of the standards.
Person Responsible	Brandon Glenn (brandon.glenn@hcps.net)
Plan to Monitor Effectiveness	
Description	Administration will attend the weekly PLC's. Administration will do pop-ins and walkthroughs of the teacher's classrooms and look for evidence from the student's that they are learning the complexity of the standards and applying that knowledge in their assignments and assessments.
Person Responsible	Brandon Glenn (brandon.glenn@hcps.net)

Activity #2	
Title	Decrease discipline referrals
Rationale	There was an increase in referrals (incidents) and days of OSS last school year.
Intended Outcome	Using our revised PBIS program, we would like to see at least at 20% drop in our number of referrals this school year, as well as a 15% drop in our days of OSS.
Point Person	Brandon Glenn (brandon.glenn@hcps.net)
Action Step	
Description	Discipline goals and data will be shared with the entire staff. When new data is pulled every month, this will also be shared with the staff so they can see the trends going on in school. The administration will have active discussions about the discipline trends and progress, and strategize how we can be continuously working on decreasing our number of incidents. The PBIS team will be revising and initiating new interventions this year so that students will continue to get rewarded for their positive behavior, which will hopefully create a shift in the culture at our school.
Person Responsible	Brandon Glenn (brandon.glenn@hcps.net)
Plan to Monitor Effectiveness	
Description	Discipline data will be pulled on a monthly basis during MTSS meetings. This data will be analyzed for any trends in behavior, as well as progress monitoring of our goal. The PBIS team will also meet on a monthly basis to help further implement our program at school and ensure that our interventions are being effective with our students.
Person Responsible	Brandon Glenn (brandon.glenn@hcps.net)

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 Pilot SIP 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.

Eisenhower will involve parents through our PTSA and SAC. We will contact them on a regular basis through Edsby, Parent Link, our marquee and newsletters. During our annual meeting(s), parents are given the opportunity to provide input in the use of our SAC funds.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS “Building Strong School Culture” framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school’s culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers.

Behavior Management Plan

Included in the HCPS “Building Strong School Culture” framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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 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.

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

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment,

advocacy, health/social services, academic support, parental involvement and family literacy.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

TitleX- Homeless

Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

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 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; Fieldtrip 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.

Part V: Budget

Total:

\$2,200.00