Pierce Middle School

2018-19 Schoolwide Improvement Plan

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Pierce Middle School

5511 N HESPERIDES ST, Tampa, FL 33614

[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	93%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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.

Pierce Middle School will provide and environment of Respect, Responsibility and Pride in academics and behavior.

Provide the school's vision statement.

Pierce Middle School will become the hub of the community through student success.

School Leadership Team

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

Name	Title
Gallego Alvarez, Pablo	Principal

Duties

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

Along with the Principal, the school leadership team consist of AP, SALs, Academic Coaches, and Team Leaders. Lead team meets twice a month on Fridays at 8:30 AM. Members are included in the decision making in school, and serve a role in developing tools to assist teachers in building their pedagogy.

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	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 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	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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 9/10/2018

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	0	0	0	0	0	34	41	48	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	4	4	8	0	0	0	0	16
Course failure in ELA or Math	0	0	0	0	0	0	9	43	57	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	0	0	0	91	108	114	0	0	0	0	313

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	4	11	15	0	0	0	0	30

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	0	0	0	0	0	34	41	48	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	4	4	8	0	0	0	0	16
Course failure in ELA or Math	0	0	0	0	0	0	9	43	57	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	0	0	0	91	108	114	0	0	0	0	313

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	4	11	15	0	0	0	0	30

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?

In terms of overall school performance, our Science Achievement data was the lowest at 33% proficiency, -14% behind the district and -19% behind the state. In 2017, Science Achievement was 28%, -22% behind the state. Although proficiency improved, it is still the data component that performed the lowest. This is therefore a trend.

Which data component showed the greatest decline from prior year?

In terms of overall school performance, Math Learning Gains showed the greatest decline by decreasing from 59% of students showing gains to 55%, -4%.

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

The biggest gap between the school/state data is in the Social Science Achievement scores with Pierce achieving 52% proficiency and the state having 72%, -20 points behind the state. The second biggest gap was our Science Achievement data was the lowest at 33% proficiency, -14% behind the district and -19% behind the state.

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

Both Science Achievement and ELA Learning Gains showed the most improvement, each improving by +5%. Science improved from 28% to 33% proficient and 52% of ELA students showed learning gains as opposed to 47% in 2017.

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

New coaches and teachers were hired as well as new strategies implemented.

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	40%	52%	53%	38%	49%	52%
ELA Learning Gains	52%	53%	54%	53%	53%	53%
ELA Lowest 25th Percentile	45%	48%	47%	46%	46%	45%
Math Achievement	47%	56%	58%	43%	54%	55%
Math Learning Gains	55%	59%	57%	52%	57%	55%
Math Lowest 25th Percentile	52%	52%	51%	46%	49%	47%
Science Achievement	33%	47%	52%	29%	46%	50%
Social Studies Achievement	52%	66%	72%	50%	66%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (34)	0 (41)	0 (48)	0 (123)
One or more suspensions	0 (4)	0 (4)	0 (8)	0 (16)
Course failure in ELA or Math	0 (9)	0 (43)	0 (57)	0 (109)
Level 1 on statewide assessment	0 (91)	0 (108)	0 (114)	0 (313)

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	31%	52%	-21%	52%	-21%
	2017	32%	49%	-17%	52%	-20%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	34%	52%	-18%	51%	-17%
	2017	34%	54%	-20%	52%	-18%
Same Grade Comparison		0%				
Cohort Comparison		2%				
08	2018	39%	54%	-15%	58%	-19%
	2017	38%	53%	-15%	55%	-17%
Same Grade Comparison		1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	39%	48%	-9%	52%	-13%
	2017	40%	47%	-7%	51%	-11%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	46%	61%	-15%	54%	-8%
	2017	45%	61%	-16%	53%	-8%
Same Grade Comparison		1%				
Cohort Comparison		6%				
08	2018	21%	29%	-8%	45%	-24%
	2017	16%	28%	-12%	46%	-30%
Same Grade Comparison		5%				
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	28%	48%	-20%	50%	-22%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	65%	-65%
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	65%	-17%	71%	-23%
2017	44%	67%	-23%	69%	-25%
Compare		4%			

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	89%	63%	26%	62%	27%
2017	84%	63%	21%	60%	24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	56%	-56%	56%	-56%
2017					

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	16	38	37	19	44	43	13	31			
ELL	19	45	48	31	54	55	14	38	82		
ASN	54	72		63	72		60				
BLK	23	39	22	32	53	54	12	40			
HSP	41	52	48	48	55	51	34	55	87		
WHT	43	49	50	52	54	50	42	50			
FRL	39	52	46	47	55	52	33	51	88		
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	37	41	10	40	46	7	16			
ELL	20	42	42	30	62	62	8	33	88		
ASN	57	61		70	84		69	91			
BLK	19	31	26	22	47	29	16	45			
HSP	41	48	42	47	61	57	27	52	83		
WHT	31	50	63	33	41	33	26	39			
FRL	38	47	43	44	59	52	27	51	81		

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	To improve learning gains and achievement, we will focus on evidence of differentiated instruction in every class (focus on those classes working with the BQ)
Rationale	By focusing on differentiated instruction and on the bottom quartile, we will directly target learning gains (in both Math and ELA) and, by extension, Science and Social Science Achievement. Differentiated instruction will challenge high achieving students while encouraging struggling learners in the bottom quartile to improve their achievement appropriately.
Intended Outcome	Analyzing data from all assessments given after differentiated instruction, teachers/admin will be able to look at student growth and provide supports as needed to improve both learning gains and achievement data.
Point Person	Pablo Gallego Alvarez (pablo.gallegoalvarez@hcps.net)
Action Step	
Description	-Teacher differentiates instructions to different groups in the classroom based on skills needed to master content and dentifies students in the bottom quartile and provides the necessary support for each student to grow. -Students work collaboratively in groups with specific learning target goals and demonstrates understanding of their own data and set individualized student learning goals.
Person Responsible	Pablo Gallego Alvarez (pablo.gallegoalvarez@hcps.net)
Plan to Monitor Effectiveness	
Description	During pre-planning instructional coaches will train every teacher on how to analyze student data in IPT. Teachers will walk out of the training with the list of students in their classes that fall into the bottom quartile. Teachers will go over individual student growth during their weekly PLCs and quarterly data chats with admin.
Person Responsible	Pablo Gallego Alvarez (pablo.gallegoalvarez@hcps.net)

Activity #2	
Title	To improve both learning gains and achievement, objectives will be clearly defined and aligned to the standards.
Rationale	Research has proven that standards-based instruction leads to improvements in both learning gains and achievement scores.
Intended Outcome	Analyzing data from standards-based assessments, teachers/administrators will be able to look at student growth and provide supports as needed to improve both learning gains and achievement data.
Point Person	Pablo Gallego Alvarez (pablo.gallegoalvarez@hcps.net)
Action Step	
Description	-Teachers attend and actively participate in voluntary, weekly PLCs in order to collaboratively plan standards-based instruction including objectives and discuss student data. -Teachers create a student-friendly learning environment that is evident in every classroom. -Teachers and coaches ensure that objectives are clearly defined and aligned to the standards and easily accessible to all students. -Students demonstrate understanding of their own data and set individualized student learning goals. -Students also actively participate in discussion with other students in the room to solidify understanding and extend the content through questioning and discussion.
Person Responsible	Pablo Gallego Alvarez (pablo.gallegoalvarez@hcps.net)
Plan to Monitor Effectiveness	
Description	Administrators and coaches will perform daily walkthoughs looking for objectives aligned to standards aligned to classroom instruction. Teachers will receive ongoing feedback and support from administrators and instructional coaches.
Person Responsible	Pablo Gallego Alvarez (pablo.gallegoalvarez@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, § 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.

See PFEP

We work to communicate every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. School staff, students, parents, and the community work collaboratively to improve skills and habits for personal and academic success. Our goal is to build positive relationships with families. We encourage parents to participate in all of our events by sending home newsletters and flyers, making parent link calls, and posting everything on our website and social media.

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; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

Total:	**$0.00**