Rodgers Middle Magnet School

2018-19 Schoolwide Improvement Plan

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Rodgers Middle Magnet School

11910 TUCKER RD, Riverview, FL 33569

[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	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

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.

Work collaboratively to empower students to become a community of problem solvers and lifelong learners.

Provide the school's vision statement.

To promote a learning environment that is warm, safe, and caring for all.

School Leadership Team

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

Name	Title
New, David	Principal
Scribner, Meredith	Assistant Principal
Sabatino, Donna	SAC Member
Passalaris, Isidoros	Assistant Principal

Duties

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

The leadership team includes:
David New - Principal
Meredith Scribner - AP of Curriculum
Isadoras Passalaris - AP of Administration
Millie Fleming - Reading Coach
Stephanie O'Neil - SAL
David Binkley - SAL
Carly Loyd - SAL
Stacy Loeak - SAL
Debra Burdine - AVID
Charlene Hawkins - ESE
Donna Sabatino-SAC, chair

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by
distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PLST.

The Leadership/PSLT meets regularly (e.g., bi-weekly/monthly). The purpose of the Leadership/PSLT is to communicate with and support the PLC's in implementing strategies by distributing Leadership Team members across the PLC's to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PKC's regularly report on their efforts and

student outcomes to the larger Leadership Team/PLST.

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PBIS (Positive Behavioral Intervention Support) implementation at the building level. The principal should attend PBIS meetings, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels.

PSLT Meeting Facilitator— The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation.

PSLT Subject Area Content Specialist— Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation.

PSLT Subject Area Data Consultant— Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan.

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	55	49	13	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	25	32	5	0	0	0	0	62
Course failure in ELA or Math	0	0	0	0	0	0	69	76	42	0	0	0	0	187
Level 1 on statewide assessment	0	0	0	0	0	0	98	82	102	0	0	0	0	282

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	51	12	0	0	0	0	103

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	14	10	5	0	0	0	0	29
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	27	37	39	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	13	63	80	0	0	0	0	156
Course failure in ELA or Math	0	0	0	0	0	0	2	33	34	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	0	0	0	98	82	102	0	0	0	0	282

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	23	53	73	0	0	0	0	149

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	27	37	39	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	13	63	80	0	0	0	0	156
Course failure in ELA or Math	0	0	0	0	0	0	2	33	34	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	0	0	0	98	82	102	0	0	0	0	282

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	23	53	73	0	0	0	0	149

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?

ELA Learning Gains in 2017-2018 went down 3% from 46% in 2017 to 43% in 2018. Science Achievement also lost 1% from 43% in 2017 to 42% in 2018. However, the schools biggest drop appears to be in Social Studies
achievement a drop of 14% from 63% in 2017 to 49% in 2018.

Which data component showed the greatest decline from prior year?

The greatest decline appears to be in Social Studies Achievement. A drop of 14% from 63% in 2017 to 49% in 2018.

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

Although all components were less than the state average the biggest gap was in Social Studies achievement school at 49% and State 72%, which is a difference of 23%.

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

The component that showed the most improvement was in Math Lowest 25% Percentile from 39% in 2017 to 47% in 2018 an increase of 8%.

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

All level 1 students received intensive math classes, which is a computerized program that is specific to the individual skill set of each student. Some teachers provided the students with an after school tutoring program for all grade levels. The school also implemented a mentor program and a success coach that worked with students at risk of failure. AVID tutorials were held 2 times per week. All of this contributed to increase in scores.

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	41%	52%	53%	43%	49%	52%
ELA Learning Gains	43%	53%	54%	50%	53%	53%
ELA Lowest 25th Percentile	38%	48%	47%	48%	46%	45%
Math Achievement	49%	56%	58%	50%	54%	55%
Math Learning Gains	54%	59%	57%	53%	57%	55%
Math Lowest 25th Percentile	47%	52%	51%	41%	49%	47%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Science Achievement	42%	47%	52%	40%	46%	50%
Social Studies Achievement	49%	66%	72%	58%	66%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	55 (27)	49 (37)	13 (39)	117 (103)
One or more suspensions	25 (13)	32 (63)	5 (80)	62 (156)
Course failure in ELA or Math	69 (2)	76 (33)	42 (34)	187 (69)
Level 1 on statewide assessment	98 (98)	82 (82)	102 (102)	282 (282)

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	40%	52%	-12%	52%	-12%
	2017	29%	49%	-20%	52%	-23%
Same Grade Comparison		11%				
Cohort Comparison						
07	2018	34%	52%	-18%	51%	-17%
	2017	46%	54%	-8%	52%	-6%
Same Grade Comparison		-12%				
Cohort Comparison		5%				
08	2018	42%	54%	-12%	58%	-16%
	2017	41%	53%	-12%	55%	-14%
Same Grade Comparison		1%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	43%	48%	-5%	52%	-9%
	2017	31%	47%	-16%	51%	-20%
Same Grade Comparison		12%				
Cohort Comparison						
07	2018	50%	61%	-11%	54%	-4%
	2017	48%	61%	-13%	53%	-5%
Same Grade Comparison		2%				
Cohort Comparison		19%				
08	2018	21%	29%	-8%	45%	-24%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2017	21%	28%	-7%	46%	-25%
Same Grade Comparison		0%				
Cohort Comparison		-27%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	39%	48%	-9%	50%	-11%
	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	47%	65%	-18%	71%	-24%
2017	60%	67%	-7%	69%	-9%
Compare		-13%			
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	80%	63%	17%	62%	18%
2017	88%	63%	25%	60%	28%
Compare		-8%			
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	13	30	26	14	39	38	10	16			
ELL	21	35	29	24	41	37	25	28			
BLK	33	37	36	38	46	48	27	53	83		
HSP	43	43	33	48	50	40	40	45	65		
MUL	29	29	36	37	47			14			
WHT	48	48	42	59	62	57	54	55	83		
FRL	36	42	37	43	53	49	38	42	70		
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	4	27	26	5	30	30		19			
ELL	19	39	37	28	46	43	14	50			
ASN	58	50		58	50						
BLK	24	36	23	31	38	29	25	51	80		
HSP	44	48	37	47	50	43	44	64	74		
MUL	34	37	46	32	53	75	54				
WHT	45	53	35	51	57	33	55	69	83		
FRL	35	43	34	39	46	38	38	58	73		

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	tardies
Rationale	To decrease the number of times students are tardy to class and increase instructional time.
Intended Outcome	Reduce the number of tardies and increase instructional time.
Point Person	David New (david.new@sdhc.k12.fl.us)
Action Step	
Description	Students will be given a warning bell that indicated they have 1 minute to get to class. The late bell will sound after the 1 minute warning and classrooms will be locked. Students who arrive late to class will report directly to Tardy Room (located in Guidance Office) and get a pass to return to class.
Person Responsible	David New (david.new@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Tardies will be documented on computer and consequences will be issued based on the number of tardies per quarter as follows: 1st Tardy Verbal Warning 2nd Tardy Verbal Warning 3rd Verbal Warning and a parent letter 4th Tardy Lunch Detail 5th 1 Day In-School Suspension 6th 2 Days In-School Suspension 7th Further consequences will be determined by Administration
Person Responsible	David New (david.new@sdhc.k12.fl.us)

Activity #2	
Title	Increase reading learning gains. ELA Learning Gains went from 46% in 2017 to 43% in 2018 a reduction of 3%.
Rationale	Implementing reading strategies in all subject areas will help increase reading comprehension.
Intended Outcome	Implementing reading strategies in all subject areas will help increase reading comprehension, which in turn will help improve all other subject areas.
Point Person	David New (david.new@sdhc.k12.fl.us)
Action Step	
Description	Reading coach will have data chats with all content area PLC's. All content area teacher will implement reading strategies in their classrooms. Example breaking down vocabulary so students would understand them better, and using context clues. Coaching cycles focusing on best practices and reading strategies will be offered by reading coach. All content area will share student work during department PLC's to analyze work.
Person Responsible	David New (david.new@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	
Person Responsible	David New (david.new@sdhc.k12.fl.us)

Activity #3	
Title	Algebra EOC
Rationale	Although our EOC scores are still higher than district our scores decrease from last year by 8% from 88% in 2017 to 80% in 2018. The Math SAL has indicated that all student in all grade levels have difficulty with word problems, which is a direct result of low reading scores.
Intended Outcome	To increase Math EOC's scores from 80% to 85%.
Point Person	David New (david.new@sdhc.k12.fl.us)
Action Step	
Description	The school will give all 8th grade Math Students who are at risk a full year of intensive math. The intensive math teacher will focus on word problems. In addition data will be collected and reviewed to help those students who lack particular skill to receive one-on-one instruction. In addition all math classes will focus on word problems and key words, such as times, doubled, ratio, sum, difference, to indicate what operation is needed to solve the word problem.
Person Responsible	David New (david.new@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	During PLC's Math teachers will review data from assessments and teacher exams to monitor progress on various skills and solving word problems through weekly exit slip checks. Administration will also do walk ins to look to rigor in the classroom. Teachers will have data chats with students that are struggling to help them with particular problem area.
Person Responsible	David New (david.new@sdhc.k12.fl.us)

Activity #4	
Title	Parent Involvement
Rationale	According to survey data only 10 parents responded out of 730. The school had difficulty in the past of getting parents involved. We as a school need to do a better job of communicating with parents about the survey.
Intended Outcome	To get parents more involved in school activities and increase parent survey input.
Point Person	David New (david.new@sdhc.k12.fl.us)
Action Step	
Description	Through programs such as Title One, PTSA, SAC and AVID the school has implemented activities to increase parent involvement.
Person Responsible	David New (david.new@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	PTSA holds monthly meetings with parents, teachers and students to raise money for the school by coordinated events such as, a Winter Carnival. SAC has a committee made up of 53% parents and has monthly meetings to keep parents informed of what is going on in the school. Through our AVID program we have implemented activities such as AVID Family Night, at USF football game and four Family Night events to increase parent involvement. Our principal makes weekly updates on parent link to increase communication with parents about various events. NJHS and Student Council also get students and parents involved in community events, such as cleaning up local parks. Title One will hold several after school functions to get parents involved in school activities, such as BYOD (Bring Your Own Devices) to help parents with technology
Person Responsible	David New (david.new@sdhc.k12.fl.us)

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.

We have a SAC committee that meets once a month which includes parents, students, teachers, administrators, community leaders, and business leaders. We also have PTSA which meets once a month and holds regular events and activities for the school and community. We have an AVID program which meets once a month which has 4 Family Nights a year to increase parent involvement.

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.