

Polk County Public Schools

# Haines City Senior High School



## 2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>14</b>
<b>Budget to Support Goals</b>	<b>17</b>

## Haines City Senior High School

2800 HORNET DR, Haines City, FL 33844

<http://www.hainescityhighschool.com/>

### 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)
High School PK, 9-12	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

### School Grades History

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

### School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

### 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.

Haines City High School provides a high-quality education by forging strong communal relationships, achieving academic proficiency, and reinforcing positive behavior. Through these provisions, Haines City High School creates Hornet Nation, which is a sense of pride; a feeling of comfort and confidence; a common ground; and a connection felt between students, faculty, parents, and community members.

#### Positive Behavior Interventions and Supports (PBIS) Mission

Haines City High School's PBIS team promotes a high-quality learning environment for the students and staff by teaching, modeling, and reinforcing positive behavior.

#### Provide the school's vision statement.

All students of Hornet Nation will serve as productive and responsible citizens and be prepared to enter the work force, the military, or a post-secondary institution upon graduation.

### School Leadership Team

#### Membership

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

Name	Title
Lane, Adam	Principal
Gables, Melinda	Other
Bozeman, Melissa	Teacher, ESE
McDaniel, Alfonso	Assistant Principal
McLendon, Elbony	Teacher, ESE
Riviere, Hayley	Instructional Coach
Shick, Jason	Assistant Principal
Young, Crystal	Assistant Principal
Herrington, Patrick	Dean
Kipp, Kenneth	Dean
Reyes, Igdelia	Other
Rios, Christina	Assistant Principal

#### Duties

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

The school-based leadership team will provide a common vision for the use of data-based decision making and will assist all teachers in the implementation of the school's MTSS. The principal and assistant principals will supervise the development of a strong infrastructure for implementation and ensure that implementation is occurring. They will also ensure teacher participation in professional learning communities and collaborative planning occurs to support data-based decision making. The

principal and assistant principals will also ensure that communication with parents regarding MTSS/RTL occurs to inform parents of the measures in place to support their student. The instructional coach and assistant principal II will identify and analyze existing literature on best practices/intervention approaches and identify systematic patterns of student needs at the school. The instructional coach and assistant principal II will also work with the district personnel to identify appropriate, evidence-based intervention strategies and assist with school wide screening programs. ESE and general education teachers will participate in student data collection, integrate core instructional activities/material/instruction in tiered interventions and provide information about core instruction.

## 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 7/2/2018

### 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	0	0	0	184	137	114	119	554
One or more suspensions	0	0	0	0	0	0	0	0	0	192	176	117	75	560
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	333	257	206	81	877

**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	197	233	175	92	697

### 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	0	0	0	184	137	114	119	554
One or more suspensions	0	0	0	0	0	0	0	0	0	192	176	117	75	560
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	333	257	206	81	877

**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	197	233	175	92	697

## 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?**

Geometry HCHS 2017-2018 EOC 26% Proficient compared to the district average of 41%.

**Which data component showed the greatest decline from prior year?**

Grade 10 ELA declined from 36% (2016-17) to 35% (2017-2018) and Geometry declined from 27% (2016-2017) to 26% (2017-2018).

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

Geometry State average was 57% compared to HCHS at 26%.

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

Biology improved from 48% to 72%

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

State progression plan changed.

#### 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	36%	46%	56%	40%	44%	52%
ELA Learning Gains	40%	47%	53%	44%	45%	46%
ELA Lowest 25th Percentile	34%	39%	44%	37%	37%	38%
Math Achievement	31%	44%	51%	26%	32%	43%
Math Learning Gains	39%	42%	48%	31%	31%	39%
Math Lowest 25th Percentile	42%	38%	45%	31%	35%	38%
Science Achievement	73%	65%	67%	58%	54%	65%
Social Studies Achievement	63%	63%	71%	65%	64%	69%

#### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	0 (184)	0 (137)	0 (114)	0 (119)	0 (554)
One or more suspensions	0 (192)	0 (176)	0 (117)	0 (75)	0 (560)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (333)	0 (257)	0 (206)	0 (81)	0 (877)

#### 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
09	2018	34%	43%	-9%	53%	-19%
	2017	34%	43%	-9%	52%	-18%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	35%	42%	-7%	53%	-18%
	2017	36%	40%	-4%	50%	-14%
Same Grade Comparison		-1%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	59%	10%	65%	4%
2017	47%	51%	-4%	63%	-16%
Compare		22%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	57%	3%	68%	-8%
2017	55%	56%	-1%	67%	-12%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	31%	60%	-29%	62%	-31%
2017	33%	43%	-10%	60%	-27%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	25%	41%	-16%	56%	-31%
2017	26%	34%	-8%	53%	-27%
Compare		-1%			



## 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	15	26	25	27	52	52	48	37		47	14
ELL	8	29	34	23	42	45	68	33		55	48
ASN	69	72		38	33		82			92	83
BLK	35	42	41	24	34	38	62	57		68	32
HSP	31	36	30	33	41	40	78	63		79	54
MUL	25	21						73			
WHT	52	47	38	36	41	60	76	75		77	45
FRL	34	38	34	32	39	41	74	62		76	49
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	6	18	20	8	22	35	14	26		46	24
ELL	7	21	23	13	33	36	23	24		55	44
ASN	80	53		62	32		100	77		93	93
BLK	27	28	20	22	33	31	40	51		79	41
HSP	33	31	27	28	32	34	49	52		69	51
MUL	80	60		26	32			50			
WHT	48	32	14	40	40	55	60	74		78	43
FRL	27	29	24	23	31	32	41	51		73	43

### 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	
<b>Title</b>	Student Attendance
<b>Rationale</b>	38% of HCHS student population have chronic absences with less than 90% attendance.
<b>Intended Outcome</b>	Haines City High School will reduce the number of chronic absences from 38% to 25%.
<b>Point Person</b>	Melinda Gables (melinda.gables@polk-fl.net)
Action Step	
<b>Description</b>	Provide all stakeholders with a clear attendance policy and procedures. Implement Tier System that identifies students with chronic attendance. Identify students with previous chronic attendance issues in 2017-2018 school year and follow the proactive progression steps including mailing attendance letters, contacting parents after 10 unexcused absences, one on one conference with student, parent conference with attendance manger and social worker after 20 AU's, and placing students on attendance contracts.. Continue to implement PBIS incentives for students with perfect attendance, no tardies, and no NEST visits. Maintain accurate daily attendance and monitor teacher daily attendance input.
<b>Person Responsible</b>	Melinda Gables (melinda.gables@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Monitor Tier II and III interventions for fidelity and outcomes. Monitoring attendance data of specific periods, classes, and teachers for fidelity. Monitor the discipline referrals especially among students with chronic absences.
<b>Person Responsible</b>	Melinda Gables (melinda.gables@polk-fl.net)

Activity #2	
<b>Title</b>	Graduation Rate
<b>Rationale</b>	Graduation rate in 2016-2017 was 75% Graduation rate in 2017-2018 was 77% Compared to district graduation rate
<b>Intended Outcome</b>	Increase graduation rate from 77% to 80%
<b>Point Person</b>	Christina Rios (christina.rios@polk-fl.net)
Action Step	
<b>Description</b>	Add additional credit recovery options for students built within the school day. 2017-2018 HCHS only earn 12 credit recovery credits. Continue to provide students opportunities to meet graduation requirements with opportunities taking ACT, SAT, and PERT. Provide Boot camps for EOCs, FSA ELA, SAT, and ACT. Senior guidance meeting. Success Coach will work with seniors in tier II and III system. Increase accuracy with data. The Success Coach (salary paid for by Title I) also meets routinely with the seniors who are missing graduation requirements and tracks their progress towards graduation with their cohort.
<b>Person Responsible</b>	Christina Rios (christina.rios@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	APC will monitor that seniors are placed in correct courses. APC will work with testing coordinator to schedule seniors for correct exams. APC will monitor that guidance is meeting with seniors on a regular bases and providing seniors with accurate data. APC and Success Coach will monitor seniors GPA, attendance, and meeting requirements for graduation.
<b>Person Responsible</b>	Christina Rios (christina.rios@polk-fl.net)

<b>Activity #3</b>	
<b>Title</b>	FSA ELA Scores
<b>Rationale</b>	HCHS Grade 10 ELA scores decreased from 36% to 35% proficiency.
<b>Intended Outcome</b>	HCHS will increase grade 10 FSA ELA scores by 3 points.
<b>Point Person</b>	Adam Lane (adam.lane@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<p>Intentionally schedule student into correct course level and with the correct teacher. Establish planning guide lines for proficient and non-proficient. Professional Learning Communities will meet on bi-weekly. HCHS teachers will engage students in rigorous learning activities that are aligned with state standards. Teachers will be provided professional development opportunities monthly that focus on effective classroom engagement strategies and refine classroom management practices. The coaching model (instructional coach's salary paid for by Title I) will be implemented for struggling teachers. Teachers will also plan for target-task alignment during PLCs under the supervision of the instructional coach and accountability administrator. The tasks will also have embedded collaborative structures, which will also be planned out during the bi-weekly PLC meetings. This is to help teachers monitor for learning and to increase authentic student engagement in the learning process. Teachers will be provided ongoing support in providing differentiated instructional practices to meet the needs of all learners. Students will be given the opportunity to participate in after school tutoring for extra academic support (paid for by Title I). FSA tested English teachers will meet to grade progress monitoring essays and plan engaging lessons to help better prepare their students moving forward based on the progress monitoring essay data (paid for by Title I).</p>
<b>Person Responsible</b>	Christina Rios (christina.rios@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>APC will monitor master schedule and guidance department to ensure students are correctly scheduled. Admin will monitor accountability areas through bi-weekly PLCs. Observations will also allow administration to evaluate teacher effectiveness of the implementation strategies gained through professional development. The instructional coach will monitor struggling teachers through the coaching cycle and work with the administration team on additional supports needed.</p>
<b>Person Responsible</b>	Hayley Riviere (hayley.riviere@polk-fl.net)

Activity #4	
<b>Title</b>	FSA Geometry
<b>Rationale</b>	HCHS FSA Geometry scores decreased from 27% to 26% proficiency with the district average at 41%.
<b>Intended Outcome</b>	HCHS will increase FSA Geometry scores by 3 points.
<b>Point Person</b>	Jason Shick (jason.shick@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<p>HCHS teachers will engage students in rigorous learning activities that are aligned with state standards. Administration will make changing to teacher's teaching assignment within the math department and intentionally scheduling student.</p> <p>Geometry teachers will share a common planning period and meet bi-weekly with their professional learning community. Geometry teachers will be provided ongoing support in providing differentiated instructional practices to meet the needs of all learners.</p> <p>Teachers will also plan for target-task alignment during PLCs under the supervision of the accountability administrator. The tasks will also have embedded collaborative structures, which will also be planned out during the bi-weekly PLC meetings. This is to help teachers monitor for learning and to increase authentic student engagement in the learning process.</p> <p>Teachers will be provided ongoing support in providing differentiated instructional practices to meet the needs of all learners. Monthly professional development opportunities will allow teachers an opportunities that focus on effective classroom engagement strategies and refine classroom management practices will be provided.</p> <p>The coaching model will be implemented for teachers that are struggling with implementing teaching strategies effectively Students will be given the opportunity to participate in after school tutoring for extra academic support (paid for by Title I).</p> <p>The Geometry teachers will also receive 3-D models and printed supplemental instructional materials to enhance student engagement and provide extended practice with concepts (paid for by Title I).</p>
<b>Person Responsible</b>	Jason Shick (jason.shick@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	AP will ensure students are correctly and intentionally scheduled. Administration will monitor accountability areas though bi-weekly PLCs. Observations will also allow administration to evaluate teacher effectiveness of the implementation strategies gained through professional development. The instructional coach will monitor any teacher that is struggling to implement effective teaching strategies through the coaching cycle and work with administration team on additional supports needed.
<b>Person Responsible</b>	Jason Shick (jason.shick@polk-fl.net)

Activity #5	
<b>Title</b>	Teacher Retention
<b>Rationale</b>	HCHS teacher retention for the 2017-2018 school year was 85%
<b>Intended Outcome</b>	Haines City High School will have at least a five percentage points higher than previous year of 85%.
<b>Point Person</b>	Adam Lane (adam.lane@polk-fl.net)
Action Step	
<b>Description</b>	<p>Provide new and new to Haines City High School teachers with ongoing support through the "New Teacher support Program". Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning. Research indicates that teachers who receive continuous coaching and mentoring within their first three years of teaching demonstrate the greatest rate of retention and rank higher in classroom performance. Tier 2 and Tier 3 teachers (those in their 2nd and 3rd year teaching) will have the opportunity to schedule appointments with coaches on an as needed basis. A meeting for those teachers will be held each semester.</p> <p>Part of the ongoing support through the "New Teacher Program" is meetings monthly after school to delve deeper into issues new teachers struggle with, explore new instructional practices, and provide timely updates on campus procedures (paid for by Title I).</p>
<b>Person Responsible</b>	Hayley Riviere (hayley.riviere@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	AP2, APC, and Instructional coach will monitor new teacher support program. Instructional coach will monitor coaching model and teachers on coaching cycles along with conferences with coaches.
<b>Person Responsible</b>	Christina Rios (christina.rios@polk-fl.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.

Haines City High School provides numerous parental involvement opportunities throughout the year. Parents are given opportunities to learn about graduation requirements and are made aware of resources that will help prepare their child for college and career. The guidance department sponsors a parent workshop to assist the students in completing the FAFSA to ensure students are eligible to receive financial aid for college. Additionally, workshops are offered to help parents understand how they can help their child apply academic concepts in real-world situations. Appreciation for diversity is also expressed through parental workshops that highlight cultural awareness and encourage participation of all parents in the educational process of their child. Furthermore, parents are given opportunities to learn

about school-based and community-based resources that could be beneficial to their family. Haines City High School also promotes district-sponsored parental workshops and offers its facilities for such events. Consideration for parental work schedules is given, and therefore these opportunities are provided in both daytime and evening time frames. Our school has worked closely with a local transit system to have bus stops placed at convenient locations to encourage increased parental involvement for families who do not have transportation. Haines City also works closely with its community members and hosts SAC meetings monthly to incorporate community input. The Title I budget allots at least 1% of the total funds spent at the school to be utilized for parental involvement. These funds may be used for purchases including, but not limited to, costs associated with printing informational materials for parents, postage for mail-outs, meals provided at parent involvement activities, etc. The total parental involvement allocation for the 2018-19 school year is \$6,319.99.

#### **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.**

Haines City High School strives to make sure the social-emotional needs of all students are being met. During the intake process, student records are analyzed to determine whether or not a student is currently receiving counseling services or the services of a local agency. This allows for continuity of services for the student. Counselors are available to all students to discuss issues and concerns. Most days there is a Guidance counselor available in the main media center during lunches to address student needs on a 1:1 basis. Based on needs, counselors may make referrals to our regularly scheduled visiting school psychologist and/or outside agencies to obtain services needed for a student. They also serve as a bridge between school, agencies, and parents in locating resources for students, whether it's mental health counseling or academic services such as those provided by the Learning Resource Center. Guidance Counselors work closely with the LEA to screen students who are experiencing learning difficulties or exhibit behavior problems that may require services through Exceptional Student Education. A school-wide mentoring program is in place for at-risk learners. Haines City High School has been selected to receive services from the Mindful Schools Project which will provide additional resources including a social worker to help meet student needs. Media centers have current, relevant books available on mood/mental illnesses in both non-fiction and fiction for individual student check out. There are also book discussions offered on many topics in the mental health spectrum.

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

The Academic Dean visits each feeder middle school to discuss options, electives and general school information. We hold a Freshman Parent Night in January to give parents an opportunity to learn more about our school and our expectations. We also offer another Freshman Night in late May for incoming Freshman to tour our campus. Students/parents are provided a draft of the student's schedule, learn about clubs, sports and become familiar with the general campus layout. Counselors will visit middle schools to speak with students and enroll incoming freshmen

Grade level conferences are held by each counselor twice a year. Counselors meet with Seniors 3 to 4 times per year to ensure students are on track for graduation, as well as to monitor absences and GPA.

Our Attendance Facilitator tracks students who miss 10 percent or more of available instructional time and 9th grade students with 1 or more absence within the 1st 20 days. The Attendance Facilitator also sets up parent/student meetings and puts students at risk on an attendance contract.



Graduating students are targeted by programs such as Upward Bound and Educational Talent Search to provide assistance with scholarships, financial aid, tutoring and career exploration.

**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.**

Through department-meetings and PLCs, teachers examine student data to monitor the effectiveness of supports/instruction. Content-area teachers have individual data chats with students, addressing academic and/or attendance needs. The Literacy Coach and APs provide support for teachers and monitor for effective instruction through observations and walk-throughs.

#### Title I, Part A

Funds school-wide services to HCHS. Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A support provides after-school programs, supplemental instructional materials, teacher resources, student technology, PD, student transportation/associated costs, and parent resources.

#### Title I, Part D

Provides Transition Facilitators assisting students with transition from the Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with Guidance Counselors to facilitate transfers of records/ensure appropriate placement.

#### Title II

PD resources are available to Title I schools through Title II funds. School Technology Services provide technical support, technology training, and licenses for software programs.web-based access via Title II-D funds. Funds available to HCHS purchase PD materials.

#### Title III

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as PD opportunities for school staff.

#### Title X-Homeless

Title X's Hearth Program provides support for identified homeless students. Title I provides support for Hearth, and many activities implemented by the Hearth program are in cooperation with the MEP funded through Title I, Part C.

#### Title IV

##### Violence Prevention Programs

Title IV provides violence/drug prevention programs in schools to promote a safe-school environment. These programs include anti-bullying, gang awareness, gun awareness, etc.

SAI- Funds are available through an application process in which schools describe additional activities/ supports they provide for struggling students in Reading/Math based on the granting of funds requested in the application. Funds are granted annually and not included in the annual budget.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Each student meets with his/her guidance counselor many times throughout their high school career. These meetings increase in their senior year, and each senior meets with their counselor to discuss future plans and graduation requirements. Colleges make regular visits to campus, along with military and career representatives so students are exposed to a variety of post-graduation opportunities.

In order to improve student readiness for the public post-secondary level, the following strategies are being implemented: increase in the number and availability of advanced courses for all students; more college visits and guest speakers that focus on post-graduation opportunities; workshops to improve



writing for college applications, scholarship opportunities, and writing in college; and AVID classes and strategies implemented across campus and grade levels.

Graduating students are targeted by Counselors and programs such as Upward Bound and Educational Talent Search to provide assistance with scholarships, financial aid, tutoring and career exploration.

### Part V: Budget

**Total:**

**\$0.00**