

Hillsborough County Public Schools

# Burnett Middle School



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>17</b>

# Burnett Middle School

1010 N KINGSWAY RD, Seffner, FL 33584

[ no web address on file ]

## Demographics

**Principal: Tarrelle Brooks**

Start Date for this Principal: 7/9/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (41%) 2017-18: C (45%) 2016-17: C (45%) 2015-16: C (46%) 2014-15: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Hillsborough County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>17</b>

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>88%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>65%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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## SIP Authority

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## 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.**

Burnett Middle School will utilize data-driven decision making in order to implement research based instructional strategies that foster a safe climate & culture and provide the opportunity for students to achieve curriculum mastery.

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

Burnett Middle School will create an atmosphere that produces citizens who are present, accountable, work together and show respect, while preparing for college and/or career success.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Newton, Valerie	Principal	
Caiati, Matthew	Teacher, K-12	SAC Chair
Brooks, Tarrelle	Assistant Principal	Progress Monitoring of PBIS and School Culture Improvement Initiatives
Schlarbaum, Stacey	Assistant Principal	Progress Monitoring of Instruction and Curriculum

### Early Warning Systems

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	288	203	268	0	0	0	0	759
Attendance below 90 percent	0	0	0	0	0	0	60	77	82	0	0	0	0	219
One or more suspensions	0	0	0	0	0	0	75	92	84	0	0	0	0	251
Course failure in ELA or Math	0	0	0	0	0	0	62	102	82	0	0	0	0	246
Level 1 on statewide assessment	0	0	0	0	0	0	96	128	116	0	0	0	0	340

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	92	120	108	0	0	0	0	320

**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	3	1	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

53

**Date this data was collected or last updated**

Monday 7/15/2019

**Prior Year - 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	60	53	74	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	22	66	98	0	0	0	0	186
Course failure in ELA or Math	0	0	0	0	0	0	0	32	56	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	0	0	126	100	132	0	0	0	0	358

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	41	73	112	0	0	0	0	226

**Prior Year - 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	60	53	74	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	22	66	98	0	0	0	0	186
Course failure in ELA or Math	0	0	0	0	0	0	0	32	56	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	0	0	126	100	132	0	0	0	0	358

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	41	73	112	0	0	0	0	226

**Part II: Needs Assessment/Analysis**



**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	51%	54%	35%	50%	52%
ELA Learning Gains	41%	52%	54%	44%	53%	54%
ELA Lowest 25th Percentile	33%	47%	47%	35%	45%	44%
Math Achievement	33%	55%	58%	36%	54%	56%
Math Learning Gains	41%	57%	57%	49%	59%	57%
Math Lowest 25th Percentile	37%	52%	51%	42%	51%	50%
Science Achievement	28%	47%	51%	39%	47%	50%
Social Studies Achievement	57%	67%	72%	53%	66%	70%

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

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	288 (0)	203 (0)	268 (0)	759 (0)
Attendance below 90 percent	60 (60)	77 (53)	82 (74)	219 (187)
One or more suspensions	75 (22)	92 (66)	84 (98)	251 (186)
Course failure in ELA or Math	62 (0)	102 (32)	82 (56)	246 (88)
Level 1 on statewide assessment	96 (126)	128 (100)	116 (132)	340 (358)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	53%	-20%	54%	-21%
	2018	37%	52%	-15%	52%	-15%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	36%	54%	-18%	52%	-16%
	2018	36%	52%	-16%	51%	-15%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
08	2019	36%	53%	-17%	56%	-20%
	2018	32%	54%	-22%	58%	-26%
Same Grade Comparison		4%				
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	31%	49%	-18%	55%	-24%
	2018	23%	48%	-25%	52%	-29%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	37%	62%	-25%	54%	-17%
	2018	37%	61%	-24%	54%	-17%
Same Grade Comparison		0%				
Cohort Comparison		14%				
08	2019	10%	31%	-21%	46%	-36%
	2018	7%	29%	-22%	45%	-38%
Same Grade Comparison		3%				
Cohort Comparison		-27%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	27%	47%	-20%	48%	-21%
	2018	34%	48%	-14%	50%	-16%
Same Grade Comparison		-7%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018	0%	62%	-62%	65%	-65%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	52%	67%	-15%	71%	-19%
2018	52%	65%	-13%	71%	-19%
Compare		0%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	63%	63%	0%	61%	2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	63%	30%	62%	31%
Compare		-30%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	29	32	14	32	33	12	27			
ELL	14	33	35	12	25	27	7	35			
ASN				30							
BLK	28	32	32	20	34	33	14	52	47		
HSP	37	46	38	37	43	30	26	52	75		
MUL	56	69		50	37		42				
WHT	39	38	26	39	45	50	40	60	57		
FRL	34	40	35	31	40	36	25	54	58		
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	11	33	29	9	28	29	15	23			
ELL	9	41	50	18	38	33	27	29			
ASN	42	58		67	58						
BLK	27	44	40	23	38	30	22	46	69		
HSP	38	47	43	34	47	38	38	50	89		
MUL	55	43		41	62			54			
WHT	40	45	38	39	43	32	38	66	75		
FRL	35	45	40	31	42	35	32	53	84		
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	8	31	26	7	35	37	16	13			
ELL	5	32	39	15	35	27	10	29			
ASN	40	20		60	60						
BLK	21	37	29	21	43	45	17	46	81		
HSP	37	45	31	37	50	37	50	49	71		
MUL	45	48		31	45		50				
WHT	43	50	44	45	54	47	48	60	76		

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
FRL	32	44	35	33	47	42	35	49	70		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	447
Total Components for the Federal Index	10
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

**Native American Students**

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

**Asian Students**

Federal Index - Asian Students	30
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component showed the lowest performance overall was 8th Grade Math, with 10% of Burnett Middle School students scored a 3 or above. The primary contributing factor was identified as a lack of intensive math courses and support for level one and level two students.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Algebra I EOC scores decreased from 93% to 63% proficiency rates. This decline can be attributed to changes in scheduling standards that placed students of lower math and reading proficiency into Algebra I that would not have received this placement based on 2017-2018 scheduling standards. Students were all scheduled into Algebra Honors class, and master scheduling did not utilize the Algebra track that previously provided the research support course. In addition, the Algebra I instructor previously taught seventh grade math and did not have experience in the Algebra I curriculum. Students were offered tutoring before/after school and during lunch, however the majority of students chose not to utilize this additional support. Another contributing factor related to this decline in proficiency can be attributed to decreased student attendance rates.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component had the greatest gap when compared to the state average was 8th Grade Math, with a current proficiency level that is 36% below state average. The primary contributing factor was identified as a lack of intensive math courses and support for level one and level two students.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was 6th Grade Math, as evidenced by an 8% increase from 2018 to 2019. This increase can be attributed to increased teacher attendance and motivation to meet the needs of the students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Based on 2018-2019 EWS data, three potential areas of concern include the following:  
 8th grade math proficiency is currently at 10%, which is 36% below the state average  
 Algebra proficiency decreased 30% from 2018 to 2019  
 Science Achievement Decreased 7% from 2018 to 2019

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. In order to address academic deficiencies evidenced by 8th grade math proficiency of 10%, Burnett Middle School will employ content area specialists in order to enhance academic performance and school culture through instructional coaching and student interventions based on attendance, behavior, and curriculum indicators. These specialists include the following: Math Coach, Reading Coach, Science SAL, Language Arts SAL, Social Studies SAL and Student Success Coach.
2. Burnett Middle School will enhance the student and faculty culture and climate through the implementation of PBIS systems, restorative practices, and social emotional learning. PBIS protocols will be designed in a manner that reinforces student attendance, behavior, and curriculum.
3. Burnett Middle School instruction will focus on the educational philosophy of content mastery, allowing for the instructional autonomy necessary to individualize and differentiate instruction based on student assessment data.

## Part III: Planning for Improvement

**Areas of Focus:**

*No activities were entered for this section.*

**Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

1. According to 2018 ESSA data Students with disability proficiency is 22%. To ensure improvement related to this priority, school leadership team members including the Assistant Principal and Student Success Specialist have been selected based upon their experience working with ESE students.
2. According to 2018 ESSA data English Language Learner proficiency was 30%. Our ESOL teacher and bi-lingual para professional will provide content area support for ELL students.

**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 Schoolwide Improvement Plan 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.**

Burnett Middle School will facilitate quarterly conference nights to invite parents and guardians to meet with faculty and staff. During conference nights, parents are also invited to attend quarterly SAC meetings. Burnett Middle School has re-established our PTSA to involve parents, teachers, and students in the decision making process. School Administration utilizes the Parent Link communication system to send weekly text/voice/email messages with school updates, events, and other pertinent information. Families and community stakeholders are also invited to participate in bi-annual AVID family nights.

**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.**

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 graders back early for orientation  
Parent information and/or education opportunities  
Campus visits  
AVID High school students visit, tutor, or perform at middle schools.

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

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/ILT:  
Reviews school-wide data on an ongoing basis through TrI/MTSS Framework, 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. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed. PSLT/ILT members also select faculty professional development based on student performance data.

**Migrant Student Population:**

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.

**TitleIII - ELL**

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.



**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.**

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

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

Burnett Middle School participates in the Great American Teach-In event by connecting with community professionals and stakeholders to introduce students to different careers and stress college readiness. BMS also offers an AVID program as an elective to 6-8 grade students, in addition to campus-wide support and strategies for college/career awareness. On Thursdays, AVID sponsors a "college T-shirt day" where faculty and students are encouraged to wear clothing that represents colleges and other local technical programs. The AVID coordinator also conducted interviews with the faculty and administration on the televised morning show program, asking questions related to the college experience. Burnett students were also offered the opportunity to attend college visits at USF, UF, FSU, FAMU, and HCC.

**Part V: Budget**

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

<b>Total:</b>	<b>\$0.00</b>
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