

Hillsborough County Public Schools

Doby Elementary School



2019-20 Schoolwide Improvement Plan

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Doby Elementary School

6720 COVINGTON GARDEN DR, Apollo Beach, FL 33572

www.sdhc.k12.fl.us

Demographics

Principal: Bradley Fuller

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: B (57%) 2016-17: B (56%) 2015-16: C (49%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Inez Doby Elementary will provide meaningful learning opportunities allowing students to reach their fullest potential.

Provide the school's vision statement.

Inez Doby Elementary is a place where students, faculty, and staff exemplify excellence in character and academics.

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
Rush, Rosanne	Principal	<p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal - Rosanne Rush Assistant Principal - Camie Hong (ELP Coordinator, ELL Chairperson, Testing Coordinator) Guidance Counselor - Sarah Guggenmos, Nancy Burke SAC Chairs - Destony Cook School Psychologist/ Behavior team Representative - Elaina Schynderite School Social Worker/ Attendance Committee Representative - Stephanie McDonnell Reading Resource Teacher - Sabrina Hoops ESE Specialist - Alexander Ranalli PLC Liaisons for each grade level District support (including Area Superintendents, Support Specialist, District Coaches) <p>The Instructional Leadership Team meets regularly (2x/month). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve the fidelity of high quality instructional practices 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Support the implementation of small group instruction and differentiated instruction. 5. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. <p>A collaborative culture of shared responsibility is established through Instructional Leadership Team Meetings and PLCs. Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader.</p> <p>Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.</p> <p>HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research</p>

Name	Title	Job Duties and Responsibilities
		<p>demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.</p> <p>Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.</p> <p>Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact. Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.</p>

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	126	145	135	133	135	122	0	0	0	0	0	0	0	796
Attendance below 90 percent	0	1	20	18	8	11	0	0	0	0	0	0	0	58
One or more suspensions	0	0	1	1	2	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	11	30	28	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	11	30	28	0	0	0	0	0	0	0	69

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	5	3	0	0	0	0	0	0	0	8

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	2	4	5	9	10	12	0	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

42

Date this data was collected or last updated

Monday 8/12/2019

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	17	10	6	8	15	6	0	0	0	0	0	0	0	62
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	4	15	34	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	1

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	17	10	6	8	15	6	0	0	0	0	0	0	0	62
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	4	15	34	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	1

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	62%	52%	57%	64%	52%	55%
ELA Learning Gains	50%	55%	58%	61%	55%	57%
ELA Lowest 25th Percentile	30%	50%	53%	50%	51%	52%
Math Achievement	54%	54%	63%	59%	53%	61%
Math Learning Gains	52%	57%	62%	55%	54%	61%
Math Lowest 25th Percentile	39%	46%	51%	46%	46%	51%
Science Achievement	51%	50%	53%	54%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	126 (0)	145 (0)	135 (0)	133 (0)	135 (0)	122 (0)	796 (0)
Attendance below 90 percent	0 (17)	1 (10)	20 (6)	18 (8)	8 (15)	11 (6)	58 (62)
One or more suspensions	0 (0)	0 (1)	1 (0)	1 (0)	2 (0)	1 (1)	5 (2)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	11 (4)	30 (15)	28 (34)	69 (53)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (0)	30 (0)	28 (0)	69 (0)

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
03	2019	70%	52%	18%	58%	12%
	2018	70%	53%	17%	57%	13%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	59%	55%	4%	58%	1%
	2018	58%	55%	3%	56%	2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		-11%				
05	2019	49%	54%	-5%	56%	-7%
	2018	62%	51%	11%	55%	7%
Same Grade Comparison		-13%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	54%	-3%	62%	-11%
	2018	68%	55%	13%	62%	6%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2019	64%	57%	7%	64%	0%
	2018	54%	57%	-3%	62%	-8%
Same Grade Comparison		10%				
Cohort Comparison		-4%				
05	2019	38%	54%	-16%	60%	-22%
	2018	65%	54%	11%	61%	4%
Same Grade Comparison		-27%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	51%	-2%	53%	-4%
	2018	61%	52%	9%	55%	6%
Same Grade Comparison		-12%				
Cohort Comparison						

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	26	23	15	26	44	44	19				
ELL	47	46	18	42	36	40	23				
BLK	56	48	50	42	32		43				
HSP	55	47	21	46	44	29	34				
MUL	52	50		47	50		67				
WHT	69	53	26	64	63	63	59				
FRL	55	49	28	42	46	33	41				

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	30	34	37	33	58	67	25				
ELL	58	39	18	67	70						
ASN	70			100							
BLK	54	45	33	46	55	64	33				
HSP	52	43	32	55	57	52	56				
MUL	79	53		64	58						
WHT	72	58	67	72	67	58	72				
FRL	57	46	33	50	54	52	55				
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	26	46	38	26	26	20	19				
ELL	40	63	55	49	46	38	20				
ASN	93	70		100	75						
BLK	50	69	69	54	65	57	54				
HSP	51	58	47	49	41	36	44				
MUL	75	64		50	55						
WHT	73	58	38	64	58	56	57				
FRL	56	61	50	48	49	49	47				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	82
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	53
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	57
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	47
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.

Doby students performed the lowest in the bottom quartile for ELA. Only 30% of Doby students achieved proficiency; in our SWD subgroup, only 15% of the bottom quartile made gains. Yes, this has become a trend.

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

The greatest decline was the bottom quartile in Math. Doby students dropped from 57% to 39% in proficiency.

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.

ELA bottom quartile component had the largest gap when compared to the state. Doby had 30% achieving proficiency compared to the state at 53%, which is a 23% gap.

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

All components showed a decrease.

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

Doby Elementary would like to decrease the number of students scoring level 1 in ELA and Math, grades 3-5., including those that were retained.

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

1. Performance of SWD on statewide assessments in ELA and Math.
2. Performance of students scoring in the bottom quartile on statewide assessments in ELA and Math.
3. Performance of retained students on statewide assessments in ELA and Math.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:**#1**

Title	Strengthening Effective Differentiation and Small Group Instruction school
Rationale	Based upon the 2019 FSA ELA results, Doby students in the bottom quartile scored below the district and state average. Additionally, our ELA learning gains were lower than the state average and our SWD showed only 28% proficiency..
State the measurable outcome the school plans to achieve	To increase learning gains on statewide assessments for all students in ELA and Math To increase proficiency on statewide assessments in ELA and Math for all students falling in the bottom quartile. To increase proficiency on statewide assessments in ELA and Math for all SWD.
Person responsible for monitoring outcome	Rosanne Rush (rosanne.rush@hcps.net)
Evidence-based Strategy	Small group and differentiated instruction.
Rationale for Evidence-based Strategy	Doby's decline in proficiency of our bottom quartile students, students making learning gains, and proficiency of SWD indicates a clear need for higher quality differentiated instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Intentional class placement was done with our SWD's to increase the amount of time that VE teachers are able to service students. 2. District support focused on differentiated, standards based planning. 3. ELP after school beginning Oct. 2019 through Dec. 2019 - 2 times/week for 2 hours per day. This will continue in Jan 2020 through April 2020. 4. VE teachers will plan weekly with the grade level they support. 5. VE teachers will attend grade level PLC's to analyze data and plan accordingly. 6. Professional Development will be provided to VE teachers in using a new curriculum for ESE students - Brain spring Phonics First. 7. Faculty will attend PD on Differentiation for ESE students.
Person Responsible	Rosanne Rush (rosanne.rush@hcps.net)

#2	
Title	Merge academic, social, and emotional learning
Rationale	Based upon the 2019 FSA ELA results, Doby students in the bottom quartile scored below the district and state average. Additionally, our ELA learning gains were lower than the state average. Research shows students that receive social/emotional learning instruction have more positive attitudes about school and improve on standardized achievement tests.
State the measurable outcome the school plans to achieve	To increase learning gains on statewide assessments for all students in ELA and Math To increase proficiency on statewide assessments in ELA and Math for all students falling in the bottom quartile. To increase proficiency on statewide assessments in ELA and Math for all SWD.
Person responsible for monitoring outcome	Rosanne Rush (rosanne.rush@hcps.net)
Evidence-based Strategy	Use of Morning Meeting and responsive classroom strategies along with Restorative Practice techniques.
Rationale for Evidence-based Strategy	Builds and enhances connections among students and between students and teachers. Research shows responsive classroom approach makes academics engaging, improves classroom management, and creates a climate in which children feel safe to take the risks necessary for learning.
Action Step	
Description	1. Site-based training on Morning Meeting 2. Site-based district training on Restorative Practice 3. Purchase Morning Meeting materials 4. Scheduled time to implement practices
Person Responsible	Rosanne Rush (rosanne.rush@hcps.net)

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).

NA

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.

We reach out to families to increase positive relationships in a variety of methods, including social media, morning show announcements, promotion during assemblies and events, and other special announcements. Our parents are kept informed of their child's progress through mid-term progress alerts sent home to all students, teacher newsletters, parent phone calls, notes in student planners and conference nights. We also offer various family events throughout the year to promote both academic and school culture such as Family Literacy Night, Family Movie Night, Family Math Night, etc.

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

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. 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, and PLC teacher liaisons.

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 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.

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

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

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: Strengthening Effective Differentiation and Small Group Instruction school	\$0.00
2	III.A.	Areas of Focus: Merge academic, social, and emotional learning	\$0.00
Total:			\$0.00