Rodgers Middle Magnet School

2019-20 Schoolwide Improvement Plan

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Rodgers Middle Magnet School

11910 TUCKER RD, Riverview, FL 33569

[no web address on file]

Demographics

Principal: Adam Lane

Start Date for this Principal: 6/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (49%) 2016-17: C (48%) 2015-16: C (51%) 2014-15: B (54%)
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)
Middle School 6-8	Yes	69%

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

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
New, David	Principal	Millie Fleming - Reading Coach Stephanie O'Neil - SAL David Binkley - SAL Carly Loyd - SAL Stacy Loeak - SAL Debra Burdine - AVID Charlene Hawkins - ESE
Scribner, Meredith	Assistant Principal	
Passalaris, Isidoros	Assistant Principal	
Sabatino, Donna	SAC Member	

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	271	260	288	0	0	0	0	819
Attendance below 90 percent	0	0	0	0	0	0	33	37	43	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	6	42	46	0	0	0	0	94
Course failure in ELA or Math	0	0	0	0	0	0	20	22	131	0	0	0	0	173
Level 1 on statewide assessment	0	0	0	0	0	0	41	99	72	0	0	0	0	212
	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	0	22	46	71	0	0	0	0	139

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	35	28	21	0	0	0	0	84
Students retained two or more times	0	0	0	0	0	0	4	2	6	0	0	0	0	12

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

Date this data was collected or last updated
Wednesday 6/26/2019

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

The number of students 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	40	51	12	0	0	0	0	103

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

The number of students 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	40	51	12	0	0	0	0	103

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	45%	51%	54%	39%	50%	52%
ELA Learning Gains	54%	52%	54%	46%	53%	54%
ELA Lowest 25th Percentile	52%	47%	47%	33%	45%	44%
Math Achievement	56%	55%	58%	44%	54%	56%
Math Learning Gains	59%	57%	57%	50%	59%	57%
Math Lowest 25th Percentile	52%	52%	51%	39%	51%	50%
Science Achievement	43%	47%	51%	43%	47%	50%
Social Studies Achievement	61%	67%	72%	63%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	271 (0)	260 (0)	288 (0)	819 (0)
Attendance below 90 percent	33 (55)	37 (49)	43 (13)	113 (117)
One or more suspensions	6 (25)	42 (32)	46 (5)	94 (62)
Course failure in ELA or Math	20 (69)	22 (76)	131 (42)	173 (187)
Level 1 on statewide assessment	41 (98)	99 (82)	72 (102)	212 (282)
	0 (0)	0 (0)	0 (0)	0 (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
06	2019	48%	53%	-5%	54%	-6%
	2018	40%	52%	-12%	52%	-12%
Same Grade Comparison		8%				
Cohort Comparison						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2019	43%	54%	-11%	52%	-9%
	2018	34%	52%	-18%	51%	-17%
Same Grade Comparison		9%				
Cohort Comparison		3%				
08	2019	43%	53%	-10%	56%	-13%
	2018	42%	54%	-12%	58%	-16%
Same Grade Comparison		1%				
Cohort Comparison		9%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	45%	49%	-4%	55%	-10%
	2018	43%	48%	-5%	52%	-9%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	63%	62%	1%	54%	9%
	2018	50%	61%	-11%	54%	-4%
Same Grade Comparison		13%				
Cohort Comparison		20%				
08	2019	31%	31%	0%	46%	-15%
	2018	21%	29%	-8%	45%	-24%
Same Grade Comparison		10%				
Cohort Comparison		-19%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	41%	47%	-6%	48%	-7%
	2018	39%	48%	-9%	50%	-11%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	61%	67%	-6%	71%	-10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	47%	65%	-18%	71%	-24%
Compare		14%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	63%	29%	61%	31%
2018	80%	63%	17%	62%	18%
Compare		12%			

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	11	45	38	18	53	59	14	31			
ELL	10	45	46	31	53	44	13	17			
ASN	50	71		67	53						
BLK	42	54	50	50	55	40	32	60	64		
HSP	36	51	48	51	61	52	33	52	74		
MUL	50	62		54	50		38	86			
WHT	54	55	51	63	61	70	59	68	83		
FRL	39	53	50	50	59	53	36	55	72		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	30	26	14	39	38	10	16			
ELL	21	35	29	24	41	37	25	28			
BLK	33	37	36	38	46	48	27	53	83		
HSP	43	43	33	48	50	40	40	45	65		
MUL	29	29	36	37	47			14			
WHT	48	48	42	59	62	57	54	55	83		

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
FRL	36	42	37	43	53	49	38	42	70		

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	4	27	26	5	30	30		19			
ELL	19	39	37	28	46	43	14	50			
ASN	58	50		58	50						
BLK	24	36	23	31	38	29	25	51	80		
HSP	44	48	37	47	50	43	44	64	74		
MUL	34	37	46	32	53	75	54				
WHT	45	53	35	51	57	33	55	69	83		
FRL	35	43	34	39	46	38	38	58	73		

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	34
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	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	50
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	51
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	57
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	63
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	51
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.

Although we have made gains in ELA Achievement by 4%, ELA Learning Gains by 11%, and ELA lowest 25% by 14%, when looking at subgroups our biggest decrease was in ELL a decrease of 11% in ELA Achievement, a decrease of 12% in Science, and decrease by 11% in Social Studies from last year. Contributing factors would be lack of reading skills, low reading levels, and reading strategies.

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

Rodgers MS had no data decline from last year; however, science only increased by 1%, and there is a gap of 8% when compared to state average. Contributing factors would be lack of reading skills and strategies.

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.

Although Social Studies was our greatest increase by 12% from last year, it was also our greatest gap by 11% when compared to the state average. Contributing factors would be lack of reading skills and strategies.

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

Social Studies was our greatest increase by 12%. A contributing factor to this increase was the implementation of social studies boot camp on Saturdays, which many students took part in.

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

One of the concerns at Rodgers is poor attendance among some students. We would like to Increase attendance rate to at least 98% or higher by monitoring those at risk. Sending letters home to parents, making phone calls and intervention of teachers, social worker, and psychologist.

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

1. Decrease tardies to increase time spent in classroom
2. Implement reading strategies across all content areas
3. Increase parent involvement in SAC, PTSA, AVID and Title One

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Tardies
Rationale	To decrease the number of times students are tardy to class and increase instructional time.

State the measurable outcome the school plans to achieve	Students will be given a warning bell that indicated they have 1 minute to get to class. The late bell will sound after the 1 minute warning and classrooms will be locked. Students who arrive late to class will report directly to Tardy Room (located in Guidance Office) and get a pass to return to class.
Person responsible for monitoring outcome	David New (david.new@sdhc.k12.fl.us)
Evidence-based Strategy	Tardies will be documented on computer and consequences will be issued based on the number of tardies per quarter as follows: 1st Tardy Verbal Warning 2nd Tardy Verbal Warning 3rd Verbal Warning and a parent letter 4th Lunch Detail 5th 1 Day In-School Suspension 6th 2 Days In-School Suspension 7th Further consequences will be determined by Administration
Rationale for Evidence-based Strategy	Tracking tardies on computer and issuing consequences students will begin to go to class on time and therefore increase classroom instruction.
Action Step	
Description	1. 1st Tardy Verbal Warning 2. Verbal Warning 3. Verbal Warning with letter to parent 4. Lunch Detail 5. 1 Day in school Suspension 6. 2 Day in School Suspension 7. Further consequences will be determined by Administration
Person Responsible	[no one identified]

#2	
Title	Implement Reading Strategies
Rationale	Implementing reading strategies in all subject areas will help increase reading comprehension, which in turn will help improve all other subject areas.

State the measurable outcome the school plans to achieve	Reading coach will have data chats with all content area PLC's. All content area teacher will implement reading strategies in their classrooms. Example breaking down vocabulary so students would understand them better, and using context clues.
Person responsible for monitoring outcome	David New (david.new@sdhc.k12.fl.us)
Evidence-based Strategy	Coaching cycles focusing on best practices and reading strategies will be offered by reading coach.
Rationale for Evidence-based Strategy	All content area will share student work during department PLC's to analyze work.

Action Step	
Description	1. Reading coach will have data chats with all content area PLC's. 2. All content area will implement strategies given in their classrooms 3. During PLC's all content area will share student work to analyze work 4. 5.
Person Responsible	David New (david.new@sdhc.k12.fl.us)

#3	
Title	Parent Involvement
Rationale	According to survey data few parents responded to survey. Out of 710 surveys we received only about 15 responses. The school has had difficulty in the past in getting parents involved. We as a school need to do a better job of communicating with parents about the survey.
State the measurable outcome the school plans to achieve	To get parents more involved in school activities and increse parent survey input by increasing communications via web and initiated more parent links.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Through programs such as Title One, PTSA, SAC and AVID the school has implemented activities to increase parent involvement
Rationale for Evidence-based Strategy	PTSA holds monthly meetings with parents, teachers and students to raise money for the school by coordinated events such as, a Winter Carnival. SAC has a committee made up of 53% parents and has monthly meetings to keep parents informed of what is going on in the school. Through our AVID program we have implemented activities such as AVID Family Night, at USF football game and four Family Night events to increase parent involvement. Our principal makes weekly updates on parent link to increase communication with parents about various events. NJHS and Student Council also get students and parents involved in community events, such as cleaning up local parks. Title One will hold several after school functions to get parents involved in school activities, such as BYOD (Bring Your Own Devices) to help parents with technology.

Action Step

Description	1. Initiate parent links prior to survey 2. PTSA will initiate after school activities for better parent involvement 3. AVID will hold FAmily Night events to increase parent involvement 4. SAC has a committee made up of 53% parents and has monthly meetings to keep parents informed 5. Title One will hold several after school functions to get parnets involved in school activities.
Person Responsible	[no one identified]

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).

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, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Social and Emotional Learning (SEL) Program
Students are engaged in SEL programs based on their needs and within the HCPS "Building Strong School Culture" framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school's culture.
Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students/teachers.
Behavior Management Plan
Included in the HCPS "Building Strong School Culture" framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.
Comprehensive behaviors plans should address a behavior support team, faculty/ stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.
It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at:
http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation

Train a cadre of student ambassadors to help orient other students

Parent information and/or education opportunities

Hold articulation meetings between 5th and 6th grade teachers

Campus visits

Shadow days

Middle school students visit, tutor and or perform at elementary schools

High school students visit, tutor, or perform at middle schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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. To ensure support systems, the PSLT:Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goals in all domains;Communicates school-wide data to PLCs.

The PSLT meets regularly (bi-weekly/monthly).

Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, and PLC teacher liaisons.

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs.
PartD
Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, and intervention services.
Title II
Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.
Title III
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.
Title X- 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.
Title IV
Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP.
HeadStart
Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

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

1	III.A.	Areas of Focus: Tardies	$0.00
2	III.A.	Areas of Focus: Implement Reading Strategies	$0.00
3	III.A.	Areas of Focus: Parent Involvement	$0.00
		Total:	$0.00