

Hillsborough County Public Schools

# Ruskin Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[ no web address on file ]

## Demographics

Principal: Jeanine Saddler

Start Date for this Principal: 6/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (45%) 2016-17: D (34%) 2015-16: C (47%) 2014-15: F (29%)
<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
<b>ESSA Status</b>	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](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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# Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

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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	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

## School Grades History

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

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<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.

Ruskin Elementary School Rockets: where positivity and academic excellence are out of this world!

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

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

The Ruskin Elementary School staff, parents, and community are preparing students for life.

### 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
Salgado, Rebecca	Principal	Instructional Leader of the building
Singleton, Shawnette	Assistant Principal	Instructional Leader of the building
Ruiz, Jr.	SAC Member	SAC Chair
Vega, Joy	Instructional Coach	Reading Coach-support planning and teachers
Walker, Cara	Instructional Coach	Cara Walker- Math Resource Teacher- support teachers and planning
Kearbey, Jeremy	Teacher, ESE	Jeremy Kearbey- ESE Specialist- support ESE students
Rios, Patricia	Instructional Coach	Patricia Rios- ESOL Resource Teacher-support ELL students

### 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	117	126	138	145	113	144	0	0	0	0	0	0	0	783
Attendance below 90 percent	32	28	23	20	12	21	0	0	0	0	0	0	0	136
One or more suspensions	0	0	2	1	1	5	0	0	0	0	0	0	0	9
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	39	29	29	0	0	0	0	0	0	0	97

#### 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	8	0	4	0	0	0	0	0	0	0	12

#### 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	6	7	14	0	0	0	0	0	0	0	0	0	27
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)

39

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

Tuesday 6/25/2019

#### 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	37	24	19	15	22	0	0	0	0	0	0	0	117
One or more suspensions	0	0	2	0	1	4	0	0	0	0	0	0	0	7
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	28	41	60	0	0	0	0	0	0	0	129

#### 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	1	3	7	12	0	0	0	0	0	0	0	23

#### 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	37	24	19	15	22	0	0	0	0	0	0	0	117
One or more suspensions	0	0	2	0	1	4	0	0	0	0	0	0	0	7
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	28	41	60	0	0	0	0	0	0	0	129

**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	1	3	7	12	0	0	0	0	0	0	0	23

## 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	33%	52%	57%	30%	52%	55%
ELA Learning Gains	48%	55%	58%	43%	55%	57%
ELA Lowest 25th Percentile	57%	50%	53%	41%	51%	52%
Math Achievement	44%	54%	63%	35%	53%	61%
Math Learning Gains	52%	57%	62%	34%	54%	61%
Math Lowest 25th Percentile	53%	46%	51%	22%	46%	51%
Science Achievement	32%	50%	53%	32%	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	117 (0)	126 (0)	138 (0)	145 (0)	113 (0)	144 (0)	783 (0)
Attendance below 90 percent	32 (0)	28 (37)	23 (24)	20 (19)	12 (15)	21 (22)	136 (117)
One or more suspensions	0 (0)	0 (0)	2 (2)	1 (0)	1 (1)	5 (4)	9 (7)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (28)	29 (41)	29 (60)	97 (129)

### 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	28%	52%	-24%	58%	-30%
	2018	32%	53%	-21%	57%	-25%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	39%	55%	-16%	58%	-19%
	2018	36%	55%	-19%	56%	-20%
Same Grade Comparison		3%				
Cohort Comparison		7%				
05	2019	31%	54%	-23%	56%	-25%
	2018	27%	51%	-24%	55%	-28%
Same Grade Comparison		4%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	54%	-13%	62%	-21%
	2018	29%	55%	-26%	62%	-33%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	40%	57%	-17%	64%	-24%
	2018	43%	57%	-14%	62%	-19%
Same Grade Comparison		-3%				
Cohort Comparison		11%				
05	2019	40%	54%	-14%	60%	-20%
	2018	40%	54%	-14%	61%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	51%	-21%	53%	-23%
	2018	28%	52%	-24%	55%	-27%
Same Grade Comparison		2%				
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	14	40	50	28	49	48	8				

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
ELL	27	46	51	41	56	56	25				
BLK	24	41		39	43	50	19				
HSP	30	49	52	44	56	54	32				
MUL	46			54							
WHT	50	56		43	34		54				
FRL	32	47	57	43	52	53	30				
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	12	42	40	18	58	59	6				
ELL	24	48	54	35	60	56	16				
BLK	36	53		36	61		29				
HSP	30	51	56	40	61	56	27				
WHT	48	39		40	48		47				
FRL	33	49	51	40	60	51	28				
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	7	31	29	12	14	8					
ELL	19	35	44	31	32	24	15				
BLK	28	43		31	26						
HSP	26	41	43	33	34	23	27				
WHT	51	47		45	39		47				
FRL	29	41	42	34	33	22	31				

### 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	46
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	45
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
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	43
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	36
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	45
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	50
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	47
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	45
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.**

Our science achievement level was at 32% This has been a trend since 2016. We did have an increase of 2%. Exposure to content and higher level vocabulary are contributing factors.

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

According to the data our math learning gains had a decrease of 8%. This decline was due to resources that were available to the students and the level of rigor in the classroom.

**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 Achievement had the greatest gap when compared to the state average. Some contributing factors are exposure to on-level text, students' background knowledge and rigor in the classroom.

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

ELA Bottom Quartile showed the most improvement. Purposeful planning and standard driven instruction helped our students show the gains.

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

Kindergarten had the highest absentee percentage

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

1. Increase vocabulary Instruction in all content areas
- 2.
- 3.

- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1**

<b>Title</b>	Implement a culture of learning in which every stakeholder feels accountable.
<b>Rationale</b>	Stakeholders need buy-in and specific learning strategies and techniques to increase student engagement and close the achievement gap.
<b>State the measurable outcome the school plans to achieve</b>	During the 2019-2020 school year, we will look at school-wide data to monitor learning gains for our students and reflect on accountability and the direct impact on student achievement.
<b>Person responsible for monitoring outcome</b>	Rebecca Salgado (rebecca.salgado@hcps.net)
<b>Evidence-based Strategy</b>	Data- Decision Making based on FSA, ASQI, and SCIP, Iready Emphasis on increasing Vocabulary Instruction across all content areas.
<b>Rationale for Evidence-based Strategy</b>	According to statewide assessments,(FSA, IReady, Formatives) vocabulary instruction is one of the barriers that need to be addressed if we want our students to close the achievement gap.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Weekly Instructional Walks conducted by the leadership team</li> <li>2. Academic Coaches( Reading Coach, AIS, Math Coach, and Science Leads) supporting planning sessions and PLCs</li> <li>3. Unpacking our new EL Curriculum ( Standards- Based Instruction)-Including PD and implementation with an additional lab</li> <li>4. Data chats by grade level every 4-6 weeks</li> <li>5. Professional Development including trainings, materials and supplies ( based on data and teacher input)</li> <li>6. Academic Nights with community support</li> <li>7. AVID- materials needed like binders and resources to ensure academic readiness</li> </ol>
<b>Person Responsible</b>	Shawnette Singleton (shawnette.singleton@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).**

AVID Goal- Our site team will work to increase the rigor of the lessons school wide by implementing WICOR strategies and higher level thinking by having the students be successful in answering higher level questions after the completion of a concept/standard.

## 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.**

School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. We work hard at building positive relationships with our families and community partners. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls and posting everything on our website and social media. We make every effort to communicate every child's progress to the parents by sending home quarterly progress alerts and having parent teacher conferences.

**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).

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 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.

Title I:

PartA

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

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all.

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.

HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

**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; 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.

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

NA

## Part V: Budget

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

1	III.A.	Areas of Focus: Implement a culture of learning in which every stakeholder feels accountable.	\$0.00
			Total: \$0.00