

Hillsborough County Public Schools

# Tomlin Middle School



## 2019-20 Schoolwide Improvement Plan

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# Tomlin Middle School

501 N WOODROW WILSON ST, Plant City, FL 33563

[ no web address on file ]

## Demographics

Principal: Matthew Johnson

Start Date for this Principal: 6/24/2019

<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: B (54%) 2017-18: B (55%) 2016-17: C (52%) 2015-16: C (52%) 2014-15: B (57%)
<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>	
<b>Support Tier</b>	

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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## Tomlin Middle School

501 N WOODROW WILSON ST, Plant City, FL 33563

[ no web address on file ]

### 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	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

### School Grades History

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

To provide an education that enables each student to excel as a successful and responsible citizen.

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

To be a top performing Middle School.

### 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
Durrance, Traci	Principal	

### 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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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)

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

Monday 6/24/2019

**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	61	57	104	0	0	0	0	222	
One or more suspensions	0	0	0	0	0	0	53	55	68	0	0	0	0	176	
Course failure in ELA or Math	0	0	0	0	0	0	50	51	68	0	0	0	0	169	
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	0	99	99	3	0	0	0	0	201

**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	61	57	104	0	0	0	0	222	
One or more suspensions	0	0	0	0	0	0	53	55	68	0	0	0	0	176	
Course failure in ELA or Math	0	0	0	0	0	0	50	51	68	0	0	0	0	169	
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	0	99	99	3	0	0	0	0	201

**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	44%	51%	54%	41%	50%	52%
ELA Learning Gains	46%	52%	54%	43%	53%	54%
ELA Lowest 25th Percentile	39%	47%	47%	32%	45%	44%
Math Achievement	57%	55%	58%	54%	54%	56%



School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	61%	57%	57%	58%	59%	57%
Math Lowest 25th Percentile	48%	52%	51%	56%	51%	50%
Science Achievement	37%	47%	51%	32%	47%	50%
Social Studies Achievement	64%	67%	72%	58%	66%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (61)	0 (57)	0 (104)	0 (222)
One or more suspensions	0 (53)	0 (55)	0 (68)	0 (176)
Course failure in ELA or Math	0 (50)	0 (51)	0 (68)	0 (169)
Level 1 on statewide assessment	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	46%	53%	-7%	54%	-8%
	2018	45%	52%	-7%	52%	-7%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	42%	54%	-12%	52%	-10%
	2018	39%	52%	-13%	51%	-12%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
08	2019	38%	53%	-15%	56%	-18%
	2018	41%	54%	-13%	58%	-17%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	49%	-2%	55%	-8%
	2018	43%	48%	-5%	52%	-9%
Same Grade Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2019	54%	62%	-8%	54%	0%
	2018	54%	61%	-7%	54%	0%
Same Grade Comparison		0%				
Cohort Comparison		11%				
08	2019	34%	31%	3%	46%	-12%
	2018	24%	29%	-5%	45%	-21%
Same Grade Comparison		10%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	35%	47%	-12%	48%	-13%
	2018	40%	48%	-8%	50%	-10%
Same Grade Comparison		-5%				
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	62%	67%	-5%	71%	-9%
2018	65%	65%	0%	71%	-6%
Compare		-3%			
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	94%	63%	31%	61%	33%
2018	98%	63%	35%	62%	36%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	57%	43%	57%	43%
2018	100%	56%	44%	56%	44%
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	36	36	20	43	41	14	34			
ELL	10	34	38	30	49	43	12	33	92		
ASN	69	67		96	62		69		100		
BLK	32	42	41	42	56	50	14	66	92		
HSP	36	44	39	48	56	46	25	56	91		
MUL	61	39		67	73		82	83			
WHT	54	48	43	68	66	52	51	73	92		
FRL	36	43	39	50	57	49	28	58	90		
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	7	35	39	14	38	36	8	26			
ELL	12	39	43	26	43	43	10	45	95		
ASN	64	58		80	80			100			
BLK	24	40	37	37	54	47	30	46			
HSP	31	46	45	44	55	47	25	60	95		
MUL	63	66		79	75			80			
WHT	57	52	41	64	65	50	57	75	94		
FRL	34	46	43	46	56	48	29	61	94		
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	9	24	26	19	46	51	10	36			
ELL	12	30	32	26	47	50	7	30	92		
ASN	74	63		81	68			70			
BLK	24	32	24	36	54	46	17	48	100		
HSP	30	37	34	45	55	54	24	48	91		
MUL	48	64		64	63		57				
WHT	55	51	34	66	62	68	45	69	95		
FRL	31	38	31	45	54	55	20	49	91		

### 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	52
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	26
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	37
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	77
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	48
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	47

Hispanic Students	
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	68
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	61
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	48
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.**

8th Grade ELA, vacancies, loss of reading coach, attendance, lack of PD

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

8th Grade ELA, vacancies, lack of PD

**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 (specifically 8th grade), vacancies, attendance, lack of PD

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

8th grade Math, PLC's, Highly Effective teachers in Pre-Algebra

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

Attendance, coursework

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

1. ELA and ELA gains
2. Math and Math gains
3. ESE and ELL proficiency
4. Parent and Family Engagement
5. Technology

## Part III: Planning for Improvement

### Areas of Focus:

**#1**

**Title** ELA

**Rationale** ELA (specifically 8th grade) is our lowest performing area.

**State the measurable outcome the school plans to achieve**

We will increase the schoolwide ELA proficiency by 3% and gains by 5%

**Person responsible for monitoring outcome**

Traci Durrance (traci.durrance@hcps.net)

**Evidence-based Strategy**

Funds will be used for instructional support, SAL will have an additional planning period to have pull out sessions with students as well as assisting teachers in the classroom.

**Rationale for Evidence-based Strategy**

Teachers will identify students using state and district data along with classroom assessments and discuss the students at their weekly grade level PLC's.

**Action Step**

**Description**

1. Additional planning period for SAL
2. Saturday School remediation
3. Pull out sessions with LA SAL and Resource Site Based Teacher
4. Strategies presented at weekly grade level PLC's and monthly PLC's by SAL's, AVID Site Team, and Resource Site Based Teacher.
5. PD in Equity training and Data Driven Instruction and Assessments for the Classroom

**Person Responsible**

Traci Durrance (traci.durrance@hcps.net)

#2	
<b>Title</b>	ELA (ESE and ELL)
<b>Rationale</b>	Our bottom quartile decreased in all levels of ELA and high percent of our ESE students are in the bottom quartile. Our ELA gains decreased by 3% and our bottom quartile decreased by 4%.
<b>State the measurable outcome the school plans to achieve</b>	We will raise proficiency by 3% and gains by 5%.
<b>Person responsible for monitoring outcome</b>	Traci Durrance (traci.durrance@hcps.net)
<b>Evidence-based Strategy</b>	Teachers will use differentiated instruction, frequent assessments, data driven lessons, small group instruction.
<b>Rationale for Evidence-based Strategy</b>	To close the achievement gap by providing small group instruction.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. IXL will be provided for all students to supplement their reading curriculum</li> <li>2. We will purchase additional instructional materials to supplement reading</li> <li>3. Saturday School remediation will be offered.</li> <li>4. PD will be provided on reading strategies by the AVID Site Team, SAL's, and Resource Site Based Teacher</li> </ol>
<b>Person Responsible</b>	Traci Durrance (traci.durrance@hcps.net)

#3	
<b>Title</b>	Math
<b>Rationale</b>	We want to continue to increase proficiency and make gains in math. Our Algebra scores dropped 4 percentage points and our 6th grade math 8% behind the state and 8th grade math is 12% behind the state.
<b>State the measurable outcome the school plans to achieve</b>	We will increase proficiency by 3% and gains by 5%.
<b>Person responsible for monitoring outcome</b>	Traci Durrance (traci.durrance@hcps.net)
<b>Evidence-based Strategy</b>	Funds will be used for instructional support, the Math Coach will have pull out sessions with students as well as assisting teachers in the classroom.
<b>Rationale for Evidence-based Strategy</b>	Teachers will use state and district assessment data along with classroom assessments to determine students who need pull out sessions and discuss them at their weekly grade level PLC's. Teachers will use their data discussions to refine instruction.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Common planning by grade level to ensure weekly PLC's</li> <li>2. IXL purchased for all students to supplement curriculum</li> <li>3. Math Coach will pull small groups as determined in PLC's.</li> <li>4. Math tutoring will be provided after school, Saturday school remediation will be offered.</li> <li>5. Strategies will be presented at monthly PLC's AVID Site Team, Math Coach, or Resource Site Based Teacher.</li> </ol>
<b>Person Responsible</b>	Traci Durrance (traci.durrance@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).**

Tomlin will increase our Parent and Family Engagement:

A. Various parent events will be hosted- 6th grade quarterly parent breakfast, math and writing festival gallery walks each semester, family read night, family college and career night, media center open on Saturdays for family use of technology, planners for 6th grade, AVID, and STEM students to increase communication between teachers and parents, fall festival, utilizing Spanish- speaking parent ambassadors and leaders to facilitate workshops with other parents to discuss literature in the home.

Improve schoolwide student positive behaviors

A. Positive behavior reward system, PTSA sponsored motivational speakers, create a gaming area for students with positive behaviors, use of CHAMPS in the classroom, Resource Site Based Teacher will work with teachers on promoting positive relationships and classroom management.

Incorporating more technology use in the classroom.



A. Provide PD on how teachers can incorporate technology strategies within the classroom, provide teachers with access to Q-MO boards, purchase additional laptops for additional one to one instruction, use of desk top computers to assist in computer based instruction and enhancing our existing RAM to run Windows 10, use of a Virtual Reality center.

## 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.**

Tomlin will increase our Parent and Family engagement:

A. Various parent events will be hosted- 6th grade quarterly parent breakfast, math and writing festival gallery walk each semester, family read night, family college and career night, media center open on Saturdays for family use of technology, fall festival, utilizing Spanish- speaking parent ambassadors and leaders to facilitate workshops with other parents to discuss literature in the home.

### **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 (bi-weekly/monthly). 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, PLC teacher liaisons, others as needed

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools. SAL's will have an additional planning period. We will have a full time Math Coach and a Resource Site Based Teacher.

**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.**

Thursday is College Tee shirt Day, College banners are displayed in the main hallway, Community Organizations will be invited to come in as guest speakers, HR competitions in the fall and spring for Football season and March Madness, All students will decorate pennants with the college or technical school they wish to attend and HR's will display them, teachers will display their College certificate of Banner. AVID students will give college facts on the morning show throughout the year.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ELA</b>				<b>\$53,318.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	3442 - Tomlin Middle School	Title, I Part A	0.5	\$26,118.00
			<i>Notes: Notes Additional planning period for Language Arts, Reading, Science, and Social Studies SAL's. Hiring a full-time Resource Site Based Teacher to assist teachers in the classroom and work with small group pull outs.</i>			
	3336	520-Textbooks	3442 - Tomlin Middle School	Title, I Part A		\$5,500.00
			<i>Notes: Notes Supplemental 6th grade Reading curriculum</i>			
	3374	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		\$6,500.00
			<i>Notes: Notes IXL Reading licenses for all students will be purchased as supplementary curriculum</i>			
	3374	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		\$1,800.00
			<i>Notes: Notes BrainPOP licenses will be purchased to supplement the Social Studies curriculum.</i>			
	3374	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		\$1,700.00
			<i>Notes: Notes Sciencesaurus 6-8 will be purchased to supplement the Science curriculum.</i>			
	3374	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		\$1,700.00
			<i>Notes: Notes Science Legends of Learning will be purchased to supplement the Science curriculum.</i>			
	1340	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3442 - Tomlin Middle School	Title, I Part A		\$5,000.00
			<i>Notes: Notes Additional projectors and recordex will be purchased for teachers use in the classroom.</i>			
	5000	510-Supplies	3442 - Tomlin Middle School	Title, I Part A		\$5,000.00
			<i>Notes: Notes Supplies to support curriculum needs in the classroom.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ELA (ESE and ELL)</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	3442 - Tomlin Middle School	Title, I Part A		\$0.00

		Notes: Notes Additional planning period for Language Arts and Reading SAL's. Hiring a full-time Resource Site Based Teacher to assist teachers in the classroom and work with small group pull outs.				
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Math</b>				<b>\$271,770.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	3442 - Tomlin Middle School	Title, I Part A	2.0	\$155,306.00
		Notes: Notes Hiring a full-time Math Coach to assist teachers in the classroom and work with small group pull outs. Hiring a full-time Resource Site Based Teacher to assist teachers in the classroom and work with small group pull outs.				
	3374		3442 - Tomlin Middle School	Title, I Part A		\$6,500.00
		Notes: Notes IXL licenses will be purchased for all students to supplement the math curriculum				
	5000	644-Computer Hardware Non-Capitalized	3442 - Tomlin Middle School	Title, I Part A		\$38,500.00
		Notes: Notes 70 Student laptops will be purchased to increase the use of Technology in the classroom, along with the required licenses.				
	1340	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3442 - Tomlin Middle School	Title, I Part A		\$1,764.00
		Notes: Notes 2 laptop carts will be purchased to house the new student laptops.				
	6500	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3442 - Tomlin Middle School	Title, I Part A		\$16,200.00
		Notes: Notes 6 additional QOMO boards will be purchased to implement increased technology in the classroom.				
	3336	510-Supplies	3442 - Tomlin Middle School	Title, I Part A		\$4,000.00
		Notes: Notes Additional testing carrels will be purchased for classroom use to ensure secure testing environments.				
	5000	690-Computer Software	3442 - Tomlin Middle School	Title, I Part A		\$4,200.00
		Notes: Notes INSIGHT Software will be purchased to ensure security of computers campus-wide.				
	6150	510-Supplies	3442 - Tomlin Middle School	Title, I Part A		\$3,500.00
		Notes: Notes Planners will be purchased for all 6th grade students, all AVID students, all STEM students, and additional planners for students who request one. These will increase communication between home and school.				
	6150	510-Supplies	3442 - Tomlin Middle School	Title, I Part A		\$2,000.00
		Notes: Notes Student 1st day folders will be purchased to send home important information as well as Schoolwide Procedures, information on our school and home communication and upcoming events will included.				
	6150	510-Supplies	3442 - Tomlin Middle School	Title, I Part A		\$5,000.00
		Notes: Notes Paper and postage for the mailer before school starts and Newsletters throughout the year.				
	6400	140-Substitute Teachers	3442 - Tomlin Middle School	Title, I Part A		\$800.00
		Notes: Notes Substitutes will be provided for Professional Development				
	6400		3442 - Tomlin Middle School	Title, I Part A		\$1,000.00
		Notes: Notes District Trainers will provide PD onsite.				
	6400	510-Supplies	3442 - Tomlin Middle School	Title, I Part A		\$3,000.00

			<i>Notes: Notes Supplies for Professional Development</i>			
	5300	519-Technology-Related Supplies	3442 - Tomlin Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Notes We will purchase a Virtual Reality lab for students to interact with.</i>			
		700-Other Expenses	3442 - Tomlin Middle School	Title, I Part A		\$20,000.00
			<i>Notes: Notes Educational Field Trips to support curriculum</i>			
<b>Total:</b>						<b>\$325,088.00</b>