

Hillsborough County Public Schools

Village Of Excellence Middle School



2019-20 Schoolwide Improvement Plan

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Village Of Excellence Middle School

4600 E BUSCH BLVD, Tampa, FL 33617

[no web address on file]

Demographics

Principal: Romaine Edwards

Start Date for this Principal: 7/11/2019

2019-20 Status (per MSID File)	Closed: 2023-06-30
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)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (38%) 2017-18: C (42%) 2016-17: B (54%) 2015-16: D (32%) 2014-15: F (22%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission statement of the Village of Excellence Middle School is to develop self-disciplined students who achieve high academic standards in a safe and caring learning environment.

Provide the school's vision statement.

The vision of the Village of Excellence Middle School is to eradicate the achievement gap by providing high academic educational opportunities to students who would traditionally suffer during secondary education due to their surrounding community.

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
Maddox, Lakeshia	Principal	Ms. Maddox provides leadership and administration of the daily operations at the school. Ms. Maddox monitors ongoing achievement data at the weekly, unit, and IA level to ensure all scholars make ambitious and achievable academic progress. She uses this data to guide MTSS decisions. Her role is to motivate scholars and staff to strive for superior performance to provide the best possible opportunities for student growth and development, both educationally and personally. To ensure school improvement priorities are being met, the Principal observes lessons and delivers "in the moment coaching" to provide feedback and model execution of lessons.
Edwards, Cametra	Other	Dr. Edwards ensures ongoing local programmatic excellence, rigorous program evaluation, and consistent quality of finance and administration, fundraising, communications, and systems. Dr. Edwards gives recommendations of timelines and resources needed to achieve the strategic goals.

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

Thursday 7/11/2019

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	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	

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	9	2	3	0	0	0	0	14
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	27	15	16	0	0	0	0	58

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	

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	22%	51%	54%	26%	50%	52%
ELA Learning Gains	37%	52%	54%	55%	53%	54%
ELA Lowest 25th Percentile	30%	47%	47%	55%	45%	44%
Math Achievement	15%	55%	58%	53%	54%	56%
Math Learning Gains	51%	57%	57%	86%	59%	57%
Math Lowest 25th Percentile	73%	52%	51%	91%	51%	50%
Science Achievement	8%	47%	51%	26%	47%	50%
Social Studies Achievement	60%	67%	72%	53%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
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	18%	53%	-35%	54%	-36%
	2018	27%	52%	-25%	52%	-25%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2019	28%	54%	-26%	52%	-24%
	2018	13%	52%	-39%	51%	-38%
Same Grade Comparison		15%				
Cohort Comparison		1%				
08	2019	20%	53%	-33%	56%	-36%
	2018	29%	54%	-25%	58%	-29%
Same Grade Comparison		-9%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	5%	49%	-44%	55%	-50%
	2018	17%	48%	-31%	52%	-35%
Same Grade Comparison		-12%				
Cohort Comparison						
07	2019	24%	62%	-38%	54%	-30%
	2018	19%	61%	-42%	54%	-35%
Same Grade Comparison		5%				
Cohort Comparison		7%				
08	2019	0%	31%	-31%	46%	-46%
	2018	21%	29%	-8%	45%	-24%
Same Grade Comparison		-21%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	7%	47%	-40%	48%	-41%
	2018	9%	48%	-39%	50%	-41%
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%
2018	53%	65%	-12%	71%	-18%
Compare		8%			
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	50%	63%	-13%	61%	-11%
2018	68%	63%	5%	62%	6%
Compare		-18%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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											
BLK	19	37	33	14	53	75	4	59	46		
FRL	16	35	25	13	48	79	6	56			
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	50			15						
BLK	25	48	65	30	38	33	12	54	67		
FRL	26	48	57	28	40	38	11	50	65		
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		17		38	85						
BLK	23	52	55	49	85	90	29	57			
HSP	50	70		90	100						
FRL	26	54	52	55	87	90	26	52	42		

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)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	38
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The data component that performed the lowest is Mathematics. This is a trend in 6th and 8th grade. The classroom teacher struggled to provide instruction on a block schedule. This move should have increase instructional time on task, however, it had the opposite effect.

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

The 8th grade Mathematics data showed the greatest decline from the prior year. The students in 8th grade were lacking foundational mathematics skills and strategies. This contributed to their struggle in mathematical computation throughout the year.

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

The Mathematics data had the largest gap when compared to the state average. The classroom teacher struggled to provide instruction on a block schedule. This move should have increase instructional time on task, however, it had the opposite effect.

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

Seventh grade English Language Arts showed the most improvement. The action that led to improvement in this area were to use weekly assessments and provide disaggregation and targeted tutorials in response to data.

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 potential areas of concern is the high number of students performing at a Level 1 on the statewide assessment. This is a trend across grade levels.

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

1. Increase Mathematics Proficiency from 15% to 30%
2. Increase English Language Arts Proficiency from 22% to 42%
3. Increase Science Proficiency from 8% to 30%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts Instruction
Rationale	During June 2019, the middle school leadership team engaged in data analysis to unpack the standards that needed support in increase student proficiency. After reviewing the results for the FSA ELA grades 6-8, the team determined it is best to implement a new reading curriculum and develop instructional habits that will lead to effective implementation.
State the measurable outcome the school plans to achieve	<p>The vision for success is that our scholars will demonstrate stronger student outcomes as measured by our state end-of-the-year assessment (FSA). We have set the following student data targets by grade level:</p> <p>Grade Level FSA Proficiency Targets FSA Growth Targets</p> <p>Grade 6 2019- 40% 2020- 70%</p> <p>Grade 7 2019- 35% 2020 -75%</p> <p>Grade 8 2019- 50% 2020 -80%</p> <p>Village of Excellence Middle School will administer Interim Assessments through I-Ready to monitor students' progress.</p> <p>2019-2020 I-Ready Expectations</p> <p>Subject: ELA</p> <p>Grade Diagnostic-Beginning of Year Mid-Year End of Year</p> <p>6th 598-615 616-640 641-653</p> <p>7th 609-631 632-653 654-669</p> <p>8th 620-641 642-669 670-684</p>
Person responsible for monitoring outcome	Lakeshia Maddox (lakeshia.maddox@sdhc.k12.fl.us)
Evidence-based Strategy	EL Education provides opportunities for students to grapple with rigorous text and embeds STEAM activities to build joyful learning-- a much needed engagement strategy for our scholars. Teachers will receive coaching support to implement the program with fidelity and consistency. To "win" on this transition, the goal of the implementation year will be to build teacher capacity in execution. We believe that teachers need to deeply understand the curriculum, standards and learning targets to provide the highest leverage impact on student learning. With deep knowledge of the curricular expectations, teachers will execute stronger lessons.
Rationale for Evidence-based Strategy	According to EdReports.org, EL Education meets expectations for the three gateways that are required to meet the requirements of our Florida State Standards. For alignment, EL Education meets expectations for text quality, building knowledge and usability for grades 6-8.
Action Step	
Description	<ol style="list-style-type: none"> 1. The team will implement Module Unpacking to understand the goals and standards that will be mastered in a quarter to a rubric standard. 2. The team will implement Unit & Lesson Plan Unpacking to have a clear vision of excellence for daily instruction to a rubric standard. 3. iReady.com will be implemented for complementing and supplementing Tier 1 instruction.

4. Implement high quality tutorial sessions after school and on Saturdays (Saturday Academy).

Person Responsible Lakeshia Maddox (lakeshia.maddox@sdhc.k12.fl.us)

#2	
Title	Mathematics & Science Instruction
Rationale	VOEA-MS experienced a decrease in mathematics and science proficiency for the 2019 school year. In order to build consistency, we will provide support with practice-based professional development, action planning based on student data, weekly teacher coaching and observation and feedback.
State the measurable outcome the school plans to achieve	<p>The vision for success is that our scholars will demonstrate stronger student outcomes as measured by our state end-of-the-year assessment (FSA). We have set the following student data targets by grade level:</p> <p>Mathematics Science</p> <p>Grade Level FSA Proficiency Targets FSA Growth Targets</p> <p>Grade 6 2019- 30% 2020- 70%</p> <p>Grade 7 2019- 30% 2020 -75%</p> <p>Grade 8 2019- 40%; Algebra 1- 60% 2020 -80% 2019- 8% 2020- 30%</p> <p>Village of Excellence Middle School will administer Interim Assessments through I-Ready to monitor students' progress.</p> <p>Subject: Math</p> <p>Grade Diagnostic-Beginning of Year Mid-Year End of Year</p> <p>6th 495-513 514-540 541-564</p> <p>7th 508-530 531-564 565-572</p> <p>8th 518-540 541-574 575-585</p>
Person responsible for monitoring outcome	Cametra Edwards (cametra.edwards@sdhc.k12.fl.us)
Evidence-based Strategy	VOEA has hired an Assistant Principal that will serve as the instructional coach for the mathematics and science teachers. The goal of this role is to support teacher planning prior to teaching and lesson plan implementation through an observation and feedback cycle.
Rationale for Evidence-based Strategy	Kraft, Blazar, and Hogan's meta-analysis of 60 instructional coaching evaluations found large, positive effects of coaching on instructional practice (0.49 standard deviations). Instructional coaching provides benefits beyond.
Action Step	
Description	<ol style="list-style-type: none"> 1. The team will conducting Intellectual Preparation to the standard of the rubric prior to teaching lessons in the classroom. 2. The team will conduct observation and feedback with teachers to have a clear vision of excellence for daily instruction to a rubric standard. 3. iReady.com will be implemented for complementing and supplementing Tier 1 instruction. 4. Implement high quality tutorial sessions after school and on Saturdays (Saturday Academy).
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).

optional

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.

At the Village of Excellence Middle School we strongly believe that "....it takes a whole village...." to educate our scholars. Therefore, we have formed programs, events, and activities to help foster relationships that we build and nourish assist us in achieving our educational and behavioral goals of our mission statement

Embedded in our school culture are teacher and school practices that enable us to have strong connections between school and home. Administration communicates the school calendar to parents monthly to inform them of school events and activities. We also follow up weekly by email, phone, and text alerts to ensure families are aware of days and times they can support our school activities that align to our mission and needs of our scholars. Additionally, teachers place parent calls weekly to communicate each scholar's progression towards their school, class, and individual goals they have created.

Finally, the school creates a space for the teachers , parents, and community to come together as a "village" monthly by way of our Village Council meetings. All parents are automatically members upon enrollment. The council provides additional input on our priorities towards our mission. We conduct Data & Dinner Nights twice per year to discuss student achievement with individual families.

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 Village of Excellence Middle School will implement the multi tiered system of support (MTSS) process to serve students in need of social emotional support. Starting with a comprehensive Tier 1 structure, we will provide instruction to enhance and reinforce prosocial behaviors in our school population. Students will be encouraged to set goals that help them become productive citizens of the world. Finally, by using a strong schoolwide token reinforcement system, Eagle Bucks, students will be celebrated when they exhibit strong prosocial behaviors.

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 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.

To ensure efficient and systematic allocation and use of resources, the school's 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)

Analyze student outcomes and make data-driven decisions:

What is the problem?

Why is it occurring?

What are we going to do about it?

Is it working?

Assess the implementation of the SIP:

Does the data show positive student growth?

Are we making progress toward the SIPs intended outcomes?

What can we do to sustain what's working?

What barriers to implementation are we facing?

What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:

Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate 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 assessment 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 liaisons, others as needed

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

Part V: Budget

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

1	III.A.	Areas of Focus: English Language Arts Instruction				\$19,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	7680 - Village Of Excellence Middle School	General Fund		\$15,000.00
			<i>Notes: Implementation of EL Education curriculum; required textbooks.</i>			
	5100	520-Textbooks	7680 - Village Of Excellence Middle School	General Fund		\$4,000.00
			<i>Notes: iReady.com student books</i>			
2	III.A.	Areas of Focus: Mathematics & Science Instruction				\$55,594.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	100-Salaries	7680 - Village Of Excellence Middle School	UniSIG	0.88	\$55,594.00
			<i>Notes: .88 of the 1.0 FTE (+fringe) to support the hiring of an Assistant Principal to provide instructional coaching to the mathematics and science teachers.</i>			
Total:						\$74,594.00