

Hillsborough County Public Schools

Alonso High School



2018-19 School Improvement Plan

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Alonso High School

8302 MONTAGUE ST, Tampa, FL 33635

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>64%</p>
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<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>71%</p>
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	B	B	C	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <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

Braulio Alonso High School is a community where excellence is the goal, diversity is valued, integrity is expected and school pride is the result.

Provide the school's vision statement

Alonso faculty, staff, parents and community strive to provide a Raven's N.E.S.T; a Nurturing Environment for Successful Teaching.

School Leadership Team

Membership

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

Name	Title
Hart, Kenneth	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Leadership team meetings can include the following:

Principal

Assistant Principal / ELP Coordinator

Guidance Counselor

SAC Chairs

School Psychologist/ Behavior team Representative

School Social Worker/ Attendance Committee Representative

Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)

ESE teachers

PLC Liaisons for each grade level and/or content area

District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:

1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the

content/grade level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Early Warning Systems

Year 2017-18

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	45	66	82	84	277
One or more suspensions	0	0	0	0	0	0	0	0	0	45	68	73	47	233
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	47	34	34	15	130
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	164	153	135	108	560

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	68	99	109	100	376

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	2	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	2	2

Date this data was collected

Sunday 9/23/2018

Year 2016-17 - 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	85	117	108	109	419
One or more suspensions	0	0	0	0	0	0	0	0	0	90	72	78	86	326
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	56	95	99	68	318
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	187	263	273	177	900
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	104	140	152	98	494

Year 2016-17 - 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	85	117	108	109	419
One or more suspensions	0	0	0	0	0	0	0	0	0	90	72	78	86	326
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	56	95	99	68	318
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	187	263	273	177	900
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	104	140	152	98	494

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall our math scores were the lowest. Only 27% of our students who took the Algebra 1 EOC scored a proficient score, compared to 63% district and 62% state average. Only 44% of our students made Math learning gains, with the lowest 25th percentile making 35% learning gains. This is not a trend since, in the 2016-2017 school year, 58% of our students scored a proficient score. Of the lowest 25% quartile students made 46% learning gains.

This decrease is a result of numerous factors, including high teacher turnover within the math department and the district wide hiring freeze, which made it difficult for our school to hire highly qualified teachers in sufficient time.

Which data component showed the greatest decline from prior year?

The number of students who earned a proficient score on the Algebra 1 EOC was the data component which showed the greatest decline from the prior year. In the 2016-2017 school year, 58% of our students scored a proficient score compared to only 27% in the 2017-2018 school year. This is a drop of 31%.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was the number of students scoring a proficient score in the Algebra 1 EOC. Only 27% of our

students earned a proficient score compare to the 62% state average. This is 35% percent lower that the state average.

Which data component showed the most improvement? Is this a trend?

Our 9th grade ELA data component showed the most improvement with 53% of students earning a proficient score compared to 52% the prior year. Yes this is a trend, since 52% of 9th grade students earned a proficient score on the ELA in the 2016-2017 school year. This is an increase of 1%.

Describe the actions or changes that led to the improvement in this area

Teachers in the ELA department used a variety of differentiated instructional strategies with students in the lower quartile to increase their learning gains. As a result, a significant number of students made learning gains and also earned proficient scores.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	54%	56%	53%	52%	53%
ELA Learning Gains	49%	53%	53%	53%	50%	49%
ELA Lowest 25th Percentile	43%	43%	44%	40%	39%	41%
Math Achievement	44%	48%	51%	58%	51%	49%
Math Learning Gains	44%	49%	48%	58%	47%	44%
Math Lowest 25th Percentile	35%	45%	45%	46%	38%	39%
Science Achievement	65%	65%	67%	69%	62%	65%
Social Studies Achievement	74%	73%	71%	77%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	45 (85)	66 (117)	82 (108)	84 (109)	277 (419)
One or more suspensions	45 (90)	68 (72)	73 (78)	47 (86)	233 (326)
Course failure in ELA or Math	47 (56)	34 (95)	34 (99)	15 (68)	130 (318)
Level 1 on statewide assessment	164 (187)	153 (263)	135 (273)	108 (177)	560 (900)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	53%	53%	0%	53%	0%
	2017	52%	50%	2%	52%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	51%	52%	-1%	53%	-2%
	2017	51%	47%	4%	50%	1%
Same Grade Comparison		0%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	62%	62%	0%	65%	-3%
2017	66%	58%	8%	63%	3%
Compare		-4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	72%	70%	2%	68%	4%
2017	75%	72%	3%	67%	8%
Compare		-3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	27%	63%	-36%	62%	-35%
2017	58%	63%	-5%	60%	-2%
Compare		-31%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	56%	-6%	56%	-6%
2017	61%	56%	5%	53%	8%
Compare		-11%			

Subgroup Data

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
WHT	73	53	55	62	50	50	79	88		98	54
BLK	47	47	34	34	39		55	69		93	31
HSP	43	45	42	35	39	29	57	66		92	41
ASN	83	72		79	65		89	77		100	56
MUL	58	53		52	43		64	81		100	57
SWD	20	36	31	16	27	31	30	34		80	23
FRL	44	46	41	35	39	31	58	67		93	40
ELL	19	47	50	27	33	28	34	39		90	47

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
WHT	73	63	54	71	60	49	80	87		96	51
BLK	44	51	40	45	48	35	57	92		89	29
HSP	42	47	37	50	57	46	61	70		88	40
ASN	65	58		74	65		91	83		92	71
MUL	62	57		80	64		89	83		95	45
SWD	11	30	28	29	45	37	23	50		82	21
FRL	41	47	37	50	56	47	59	67		87	37
ELL	16	36	33	40	55	51	41	38		81	33

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increased ELA achievement with our bottom quartile and increase gains in levels 3/4/5.
Rationale	<ol style="list-style-type: none">1. Differentiated instruction in the previous year based on FSA data led to modest gains in the bottom quartile. These gains could continue to increase with a more individualized instructional plan.2. Proficient level students need to show a higher increase in gains, at least to the next proficient level.3. Level 5 students need to maintain their achievement level.
Intended Outcome	<ol style="list-style-type: none">1. School-wide, students' proficient in ELA will increase from 55% to 62 %.2. Increase number of bottom quartile students making ELA gains from 43% to 55%
Point Person	Kenneth Hart (kenneth.hart@sdhc.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none">1. Level 1 and 2 students will receive, in their Reading classes, an increase in individualized instruction. This will be based on data collected from former FSA, ongoing common assessments, and remediation from instructional software such as CommonLit, Bright Fish, and Read Theory.2. ELA, PLC, and ILT instructional teams will utilize common planning time to review student data and conduct data chats among each other and with ELA teachers. The focus will be on the results of common assessments and FSA reporting categories, to best promote student achievement of ELA grade level standards.3. A school wide vocabulary instruction initiative will be implemented across all content areas regardless of reading level.4. All teachers will be trained on how to view and analyze national, state, and common assessment data on IPT/Viewpoint software. Emphasis will be on new data for the bottom quartile bucket growth, individual student gains, and the three section breakdown of the writing reporting category.5. Offer students additional opportunities for tutoring with the Saturday Success Academy, before and after school, and lunch tutorial times.6. Encouraging student participation on College Board's online Khan Academy linkage which targets a student's deficiency and increasing remediation in these areas.
Person Responsible	Kenneth Hart (kenneth.hart@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Monitoring of Individualized instruction in Reading classrooms: Teachers will monitor student software progress weekly with student data chats. Monthly PLC level teams will plan individual instruction based on student progress. Reading coach will monitor teacher reports and conference with individual teachers. Student reading levels and data will be shared with content department head quarterly.2. ELA PLC instructional teams will meet monthly to review common assessments and progress toward standards.3. Content vocabulary strategies will be posted on the Department Head Icon for departments to modify and share within each department. Strategy application will be monitored by Reading Coach and Department Head

walkthroughs. Reading coach will work with individual teachers upon request to model and assist with vocabulary implementation.

4. IPT/Viewpoint data updates will be offered during "lunch and learn" professional development opportunities during content meetings.

5. ELA Tutoring will be recommended for all students and specific individual students through English and Reading courses instructors. Attendance and student achievement will be reported to teachers by the Tutoring team.

6. Students will be linked to Khan Academy through English courses. The reading Coach will track the number of students using Khan Academy with the goal of reaching 100% student participation.

**Person
Responsible**

Kenneth Hart (kenneth.hart@sdhc.k12.fl.us)

Activity #2

Title

To increase the number of students proficient in Algebra one from 27% to 41%.

Rationale

2018 school data indicates that only 27% of students who took the algebra 1 EOC, achieved a proficient score. This is a decrease of 31% from 2017 school year in which 58% of students achieved a proficient score. This decrease in the number of students achieving a proficient score occurred for a number of reasons listed below.

- a. High teacher turnover among the Math department.
- b. Difficulties in hiring highly qualified math teachers in a timely manner due to district hiring freeze.
- c. Transition of the Algebra 1 curriculum pacing guide, extending it from one year to two years for students who struggled with Algebra.

Intended Outcome

Our goal is to achieve a 41% or higher passing rate.

Point Person

Kenneth Hart (kenneth.hart@sdhc.k12.fl.us)

Action Step

Only teachers with five or more years of experience and with a history of success, with the majority of their students achieving a proficient score on the Algebra 1 EOC, were assigned to teach Algebra 1 classes.

Increased the number of opportunities for students to receive tutoring throughout the year.

Target low performing students, during the second half of the year, by providing them with extra instruction during lunch time.

Description

Low performing middle school students will be scheduled into our two year Algebra 1 classes.

TTD's will observe and provide feedback to Algebra 1A teachers to improve and/or introduce learning strategies to facilitate successful learning in the classroom. Algebra 1A teachers will have continual support from the TTD teacher to improve student gains. In addition, the TTD's and ILT will offer several learning Professional Development Trainings throughout the school year, focusing on learning strategies to improve our success rate in Algebra 1.

Person Responsible

Ravyn Hunt (ravyn.hunt@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description

During PLCs, there will be an Algebra 1A content group that will meet once a month. During that time, teachers will develop and implement EOC and standards based common assessments. The results of these assessments will be analyzed at the next PLC, two weeks later and suggest remediation and lesson plans based on data and peer teacher input. The effectiveness of the PLC and lesson planning will be monitored by the Math department head, the TTD, and school administration throughout the school year.

Person Responsible Kenneth Hart (kenneth.hart@sdhc.k12.fl.us)

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 Pilot SIP 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

Alonzo High School has various opportunities to work with families to increase school wide parent/student involvement. This includes 8th grade transition programs, open house, Parent Universities (internet/social media safety, peer pressure/substance abuse, school norms and culture), conference night, AP night, college night(in English and Spanish), the use of media sources to inform parents(twitter, parent link, website, newsletters, flyers, mailings, the teachers use Edsby to update their grades on a weekly basis), Reading, Math coaches and guidance and career counselors communicate students' academic needs in various benchmarks. In addition, the PTA, SAC committee, and Booster Club are very active in supporting the vision of Alonzo in the community.

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 and 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

Alonso High School implements the 8th grade transitional program S.O.A.R with S.W.A.G to ease the transition from 8th grade to high school. The student's are taught how to be successful in high school by learning study skills, time management skills, character education, organizational skills, etc. All students meet with the guidance counselor in the spring to schedule their classes for the upcoming year. 12th graders meet with guidance counselors and the career counselors several times during the year for credit checks and college counseling.

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 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.

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/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 meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review outcome data and engage in problem solving. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC 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.

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.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

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. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

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.

TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

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

Annually, the school will hold elective fairs with present and incoming students. Based on interest, we establish Course Selection Sheets and course offerings to best meet their needs. The Guidance Department, College and Career Counselor, ESE Specialist, AVID Coordinator, Department Heads, teachers and APC will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

Total:	\$0.00
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