
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	7
Planning for Improvement	11
Title I Requirements	12
Budget to Support Goals	16

Leto High School

4409 W SLIGH AVE, Tampa, FL 33614

[no web address on file]

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 9-12

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

88%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

90%

School Grades History

Year
Grade

2017-18
 C

2016-17
 C

2015-16
 C

2014-15
 C*

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

Leto High School will be a productive, well-respected academic institution where competent, caring staff support and encourage all students, where students are engaged in rigorous, relevant work grounded in core content and literacy standards, and where preparation for life is the ultimate goal of learning.

Provide the school's vision statement

The students and staff at A.P. Leto Comprehensive High School will strive to build a community for successful teaching and learning, that is student-centered, that cultivates caring, confident, respectful citizens, and life-long learners.

School Leadership Team

Membership

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

Name	Title
McCoy-Mitti, Larissa	Principal
Pask, Kera	Instructional Coach
Risher, Neil	Assistant Principal
Eugene, Manley	Assistant Principal
Philpot, Eva	Instructional Coach
Sciullo, Francesca	Instructional Coach
Sullivan-Jackson, Robyn	Instructional Coach
Graffeo, Andrea	Assistant Principal
Artabasy, Babita	Assistant Principal
Klein, Jeremy	Assistant Principal

Duties

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

All administrators and instructional coaches will play an instructional role on campus. Administrators will be involved in PLCs after school, conduct Quarterly Performance Reviews (QPR) with teachers, and conduct walkthroughs and classroom observations to help ensure that the academic environment is operating at it's peak.

Additionally, instructional coaches will also be involved in PLCs after school, conduct QPRs with teachers, coordinate learning walks, and develop teachers' talents in a non-evaluative manner in order to maximize teacher potential and increase student achievement.

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	114	159	167	203	643
One or more suspensions	0	0	0	0	0	0	0	0	0	108	105	98	86	397
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	194	174	201	173	742
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	169	203	166	83	621

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	163	179	190	150	682

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

Date this data was collected

Friday 8/3/2018

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	134	155	142	119	550
One or more suspensions	0	0	0	0	0	0	0	0	0	112	114	56	43	325
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	139	204	175	41	559
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	238	272	133	72	715

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	174	212	135	55	576

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	134	155	142	119	550
One or more suspensions	0	0	0	0	0	0	0	0	0	112	114	56	43	325
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	139	204	175	41	559
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	238	272	133	72	715

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	174	212	135	55	576

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?

The data component that scored the lowest for the 2017-18 school year is the learning gains for the bottom quartile ELA students, with 37% of the students tested making learning gains. For the 2016-17 school year, our ELA bottom quartile learning gains were not the lowest, but it was 39%.

Which data component showed the greatest decline from prior year?

The component that showed the greatest decline from previous year is Social Studies Achievement. For the 2017-18 school year, 55% of the students passed their EOCs with a level 3 or higher; and for 2016-17 school year, 58% scored a level 3 or higher. Thus, there was a 3 point drop. We are currently working on helping our social studies teachers use more reading and writing strategies in their classroom to help increase student achievement.

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

When compared to the district average, our biggest gap was in Social Studies. As a school district, 70% of our students pass their Social Studies EOCs with a level 3 or higher. However, only 55% of the students at Leto passed their EOCs with a level 3 or higher this past school year. In addition, the state average for Social Studies was 71%, which shows a larger gap.

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

Math Overall Learning Gains is the component that showed the most improvement. Our Students went from 45% making learning gains in 2016-17 to 58% making learning gains in 2017-18 school year. This is definitely a trend because only 31% made learning gains in Math in 2015-16.

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

The positive change in the Math Overall Learning Gains is due to the structures that have been put in place. There has been a pedagogy shift in our math classrooms, where the teachers are teaching with the end in mind and frequently implementing checks for understanding throughout their daily lessons. Our instructional coach has been supporting teachers in the classroom by helping plan lessons and modeling mini lessons. Also, our instructional coach has done math boot camps and tested many students for the PERT. Lastly, our principal and APC ensured that the right teachers were assigned to specific groups of students in order to help maximize learning in the classroom.

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	44%	54%	56%	35%	52%	53%
ELA Learning Gains	52%	53%	53%	40%	50%	49%
ELA Lowest 25th Percentile	37%	43%	44%	39%	39%	41%
Math Achievement	46%	48%	51%	39%	51%	49%
Math Learning Gains	58%	49%	48%	45%	47%	44%
Math Lowest 25th Percentile	53%	45%	45%	47%	38%	39%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Science Achievement	61%	65%	67%	52%	62%	65%
Social Studies Achievement	55%	73%	71%	58%	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	114 (134)	159 (155)	167 (142)	203 (119)	643 (550)
One or more suspensions	108 (112)	105 (114)	98 (56)	86 (43)	397 (325)
Course failure in ELA or Math	194 (139)	174 (204)	201 (175)	173 (41)	742 (559)
Level 1 on statewide assessment	169 (238)	203 (272)	166 (133)	83 (72)	621 (715)

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	44%	53%	-9%	53%	-9%
	2017	35%	50%	-15%	52%	-17%
Same Grade Comparison		9%				
Cohort Comparison						
10	2018	37%	52%	-15%	53%	-16%
	2017	28%	47%	-19%	50%	-22%
Same Grade Comparison		9%				
Cohort Comparison		2%				

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	59%	62%	-3%	65%	-6%
2017	46%	58%	-12%	63%	-17%
Compare		13%			

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	52%	70%	-18%	68%	-16%
2017	55%	72%	-17%	67%	-12%
Compare		-3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	32%	63%	-31%	62%	-30%
2017	41%	63%	-22%	60%	-19%
Compare		-9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	56%	-5%	56%	-5%
2017	36%	56%	-20%	53%	-17%
Compare		15%			

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	50	62	54	48	55	73	67	70		93	46
BLK	50	50	46	30	54	36	74	60		84	29
HSP	42	50	35	47	59	53	59	52		84	42
ASN	59	72		71	73		73	64		90	
MUL	64	50						36			
SWD	18	33	33	32	43		31	36		84	14
FRL	42	51	37	45	57	50	58	53		84	42
ELL	15	42	35	31	49	41	34	28		75	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	30	38	38	36	52	50	50	67		77	36
BLK	37	38	31	39	43	40	47	46		75	29
HSP	34	41	39	40	44	47	52	57		74	46
ASN	48	50		48	58			69			
MUL	42	44		33				58			

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	5	35	38	18	44	43	18	41		76	14
FRL	32	40	38	37	44	48	49	56		73	44
ELL	9	32	38	29	46	44	25	40		57	52

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

Lesson Planning and Literacy: Teachers in all subject areas will purposefully plan, engagingly execute lessons, and frequently assess learning in order to enable students to tackle complex text, increase academic vocabulary, and enhance overall learning.

Rationale

As a school, we need to plan lessons with the end in mind so that we can help students see the big picture and make important learning connections. This will also enable teachers to set the purpose for daily lessons.

Intended Outcome

Student learning will increase and students will reach new academic heights.

Point Person

Larissa McCoy-Mitti (larissa.mccoymitti@sdhc.k12.fl.us)

Action Step

Description

All teachers will use the lesson planning template to ensure that they have key parts embedded in their daily instruction. Also, teachers will have additional PLC time in order to collaborate with other teachers to look at data, create common assessments, analyze student work, and make planning decisions based on common assessment results. Teachers will also have opportunities to participate in learning walks and visit model classrooms. Lastly, teachers will participate in Quarterly Performance Reviews to further analyze and discuss common assessment results.

Person Responsible

Larissa McCoy-Mitti (larissa.mccoymitti@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description

Quarterly Performance Reviews
 Formative Assessments
 Semester Exams
 EOCs
 AP Exams
 Reading FSA

Person Responsible

Larissa McCoy-Mitti (larissa.mccoymitti@sdhc.k12.fl.us)

Activity #2

Title	Unity, Consistency, & Accountability: For the 2018-19 school year, staff & faculty of Leto H.S will work on being a united front, maintaining consistency throughout the school year, and holding each other accountable for what is best for students.
Rationale	Our faculty and staff have experienced constant change in policies, procedures, and expectations due to non-stability in leadership. Administration's goal is to build trust with the staff and faculty and remain fair and consistent in what is best for students.
Intended Outcome	Faculty and staff will become one united front, where teachers trust their administration and views them as instructional leaders.
Point Person	Larissa McCoy-Mitti (larissa.mccoymitti@sdhc.k12.fl.us)

Action Step

Description	Stability in Faculty and Staff Build capacity within Faculty and Staff Clear and consistent procedures and expectations
Person Responsible	Larissa McCoy-Mitti (larissa.mccoymitti@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description	School Climate Pulse Checks (Staff created surveys) TELL Survey
Person Responsible	Larissa McCoy-Mitti (larissa.mccoymitti@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

The school plans on building positive relationships with parents, families, and other community stakeholders by sending frequent Parent Links to parents and families to inform them of important school-related events, like Open House, 9th Grade Orientation, and Parent Teacher Conference Nights.

Our PTSA plans on hosting mini skill building classes for parents to learn about Microsoft and other softwares in order to be more marketable.

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

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

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

For complete information, please visit our Student Progression Plan at:

<http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

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

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

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

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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

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:

Part A

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

Part C- 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.

Part D

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.

Title II

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

Title III

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

Title X- Homeless

Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

Title IV

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

The AVID program at our school site is geared towards meeting the needs of students and closing the achievement gap. AVID students are equipped with various strategies (Cornell

note-taking, asking essential question, quickwrites, reflections, think-pair-share, carousel brainstorming, anticipation guides, etc.) that will enable them to be successful in their core classes and be ready for collegiate level work. The AVID site team meets on a periodic basis to discuss best practices, AVID strategies, and the needs of students. The AVID curriculum and strategies foster students' critical thinking skills, enrich their problem solving skills, and promote collaboration with peers to accomplish common tasks.

The Collegiate Academy is also a great program that we offer at our school. Students register for the Collegiate Academy before the beginning of their 9th grade school year through the district's magnet office. Students in this program are exposed to accelerated and rigorous course work and also take Hillsborough Community College (HCC) dual enrollment courses in order to earn their Associate of Arts (AA) Degree by the end of their senior year of high school. In addition, we offer dual enrollment courses to students not enrolled in the Collegiate Academy who qualify with a 3.0 unweighted GPA and qualifying PERT scores.

Moreover, our College and Career Counselor is a great resource for students when it comes to picking the right college and/or career. The College and Career Counselor is equipped with rich information for post high school to ensure that our students are prepared for life and to be productive and competitive citizens in tomorrow's society. She assists students with SAT and ACT registrations as well as waivers for these tests if students qualify for the waivers. In addition, she assists with their college applications, sending transcripts, and all Bright Future information.

Part V: Budget

Total:	\$0.00
---------------	---------------