

Hillsborough County Public Schools

Wharton High School



2018-19 School Improvement Plan

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Wharton High School

20150 BRUCE B DOWNS BLVD, Tampa, FL 33647

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

High School
9-12

2018-19 Title I School

No

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

58%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

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

69%

School Grades History

Year
Grade

2017-18
C

2016-17
C

2015-16
C

2014-15
B*

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

To empower all students with the knowledge and skills necessary to become productive, responsible citizens in society.

Provide the school's vision statement

To provide all students with the opportunities to obtain a rigorous and relevant education in order to graduate from high school and attend college, or begin a career.

School Leadership Team

Membership

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

Name	Title
Rowan, Michael	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 Chair

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	136	127	128	9	400
One or more suspensions	0	0	0	0	0	0	0	0	0	112	100	69	4	285
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	155	149	123	1	428
Level 1 on statewide assessment	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	250	244	223	11	728

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

Wednesday 10/3/2018

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	83	148	111	118	460
One or more suspensions	0	0	0	0	0	0	0	0	0	122	145	101	92	460
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	31	181	132	117	461
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	158	299	241	147	845

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	100	227	173	131	631

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	83	148	111	118	460
One or more suspensions	0	0	0	0	0	0	0	0	0	122	145	101	92	460
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	31	181	132	117	461
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	158	299	241	147	845

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	100	227	173	131	631

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 is most concerning is Course Failures in core English Language Arts or Math. For grades 9-12 collectively, 309 more students have failed a core ELA or Math class in 2018. A trend has not been identified by the school's Instructional Leadership Team.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year is Students with 2 or more Indicators. This year, for grades 9-12 collectively, 154 less students are counted as have two or more Early Warning Indicators (for failure).

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

When comparing school data to state data (2018), the biggest gap is in ELA Lowest 25th Percentile. School Achievement was 12% lower than the state average. Other areas of concern are Math Lowest 25th Percentile and Science Achievement, both 11% lower than the state average in 2018.

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

Our most improved data component is Students with 2 or more Indicators. This year, for grades 9-12 collectively, 154 less students are counted as have two or more Early Warning Indicators (for failure).

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

Administration and other school leaders are working diligently to establish a culture of positive rapport with all students. Communication with all stakeholders has improved via The Paw, an online forum. A peer jury has been established - to help keep students accountable for their actions while building community.

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	53%	54%	56%	49%	52%	53%
ELA Learning Gains	50%	53%	53%	46%	50%	49%
ELA Lowest 25th Percentile	32%	43%	44%	31%	39%	41%
Math Achievement	47%	48%	51%	48%	51%	49%
Math Learning Gains	43%	49%	48%	47%	47%	44%
Math Lowest 25th Percentile	34%	45%	45%	35%	38%	39%
Science Achievement	56%	65%	67%	57%	62%	65%
Social Studies Achievement	72%	73%	71%	67%	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	136 (83)	127 (148)	128 (111)	9 (118)	400 (460)
One or more suspensions	112 (122)	100 (145)	69 (101)	4 (92)	285 (460)
Course failure in ELA or Math	155 (31)	149 (181)	123 (132)	1 (117)	428 (461)
Level 1 on statewide assessment	0 (158)	0 (299)	0 (241)	0 (147)	0 (845)

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	50%	53%	-3%	53%	-3%
	2017	49%	50%	-1%	52%	-3%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	50%	52%	-2%	53%	-3%
	2017	47%	47%	0%	50%	-3%
Same Grade Comparison		3%				
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	52%	62%	-10%	65%	-13%
2017	55%	58%	-3%	63%	-8%
Compare		-3%			

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	70%	70%	0%	68%	2%
2017	64%	72%	-8%	67%	-3%
Compare		6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	26%	63%	-37%	62%	-36%
2017	30%	63%	-33%	60%	-30%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	56%	-2%	56%	-2%
2017	56%	56%	0%	53%	3%
Compare		-2%			

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	70	54	26	66	53	48	75	85		92	54
BLK	38	50	42	32	35	25	39	58		87	17
HSP	46	43	22	40	39	32	48	61		82	34
ASN	71	60		62	57		71	92		94	61
MUL	58	48		63	31		69	90		97	36

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	27	38	23	21	26	26	23	44		81	7
FRL	36	42	29	34	35	30	38	60		82	24
ELL	23	36	22	28	37	32	25	55		73	28

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	64	57	42	63	53	40	70	85		95	54
BLK	30	35	28	30	37	36	42	55		81	16
HSP	43	42	22	42	45	29	53	52		81	37
ASN	70	53		70	66		85	86		94	81
MUL	56	50		50	40	31	61	89		81	31
SWD	17	32	28	18	30	38	21	26		66	19
FRL	31	36	26	33	39	32	43	48		77	22
ELL	17	27	18	26	42	28	40	26		63	44

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

There will be an overall increase in the percentage of students achieving Proficiency Level on all End-of-Course (EOC) Assessments and the FSA.

Rationale

Professional Development will be provided to teachers in lesson planning and objective writing. This will yield more efficient lessons that not only focus on content, but also allow for higher levels of student engagement and student achievement. Instructional Leadership Team (ILT) will meet regularly to review school data and make recommendations for improvement. Administration will provide all available resources to ensure student success. Teachers will have the opportunity to participate in a book study focused on Growth Mindset.

Intended Outcome

Evidence of success includes: Objective/learning targets are posted on the board, students are able to articulate what they are learning and why, Essential Questions and Goals are posted, teacher addresses the objective verbally throughout the lesson, high student engagement, tasks are tied to assessment, and tracking of standards mastered is visible to students. Observation data will reflect active learning, with less lecture and more student engagement. Observation data will reflect lessons that are aligned with state standards and course curriculum.

Point Person

Michael Rowan (michael.rowan@sdhc.k12.fl.us)

Action Step

Description

1. Professional Development on lesson planning and objective writing is to be planned and scheduled.
2. Data points for analysis (ILT) must be selected. Progress Monitoring planned.
3. Book Study is to be planned and scheduled.

Person Responsible

Michael Rowan (michael.rowan@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description

1. Feedback loop created for Professional Development.
2. ILT regular reporting schedule to be established.
3. Feedback loop created for Book Study.

Person Responsible

Michael Rowan (michael.rowan@sdhc.k12.fl.us)

Activity #2	
Title	We will establish a culture of learning and positive rapport with students.
Rationale	To establish a culture of learning and positive rapport with students Administration/Guidance/Support will visit classrooms to hold grade/ graduation conferences – keeping the student accountable for their own success. The Paw (an online forum via Edsby) will keep all stakeholders informed of school-wide events and information. Teachers will be provided with Professional Development to improve communication with students. Students will have access to a peer jury, called the Wildcat Connection. This group will review low-level offenses and give student consequences. Teachers will focus on content mastery not compliance. Teachers will know their students’ reasons and motivations for being on campus (their “why”). We are exploring, with in Departments, the idea of grade forgiveness.
Intended Outcome	Evidence of success includes: greeting students at the door, respectful dialogue, polite conversation, student ownership of learning, active engagement, feedback is constructive and respectful, open discussion with many students participating, rules and procedures are followed consistently, peer teaching, students hold each other accountable, students are acknowledged by name, students are willing to take chances when answering questions, and teacher praise for effort (regardless of correctness).
Point Person	Michael Rowan (michael.rowan@sdhc.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule established and team selected for Homeroom Grade Conferences. 2. Set up Edsby informational group "The Paw" 3. Professional Development for Faculty scheduled. Focus: Communicating with students. 4. Creation of "Wildcat Connection" - a peer jury charged with reviewing low-level offenses. 5. Teachers will establish connections with students. Focus: student reasons and motivations for being on campus. 6. Grade Forgiveness guidelines established (pending more information from Mr. Rowan).
Person Responsible	Michael Rowan (michael.rowan@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Establish feedback loop and meeting schedule for team conducting Grade Conferences 2. Survey teachers regarding the type of PD preferred. Schedule PD on communicating with students. 3. Establish a feedback loop for students regarding the peer jury. 4. Establish a feedback loop for teachers regarding the needs of their students. 5. Establish a feedback loop for teachers and students regarding grade forgiveness. Schedule meetings for Administration ILT to determine if the Grade Forgiveness Policy is effective.
Person Responsible	Michael Rowan (michael.rowan@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's mission and vision statements are posted on the school's website for all stakeholders to see and internalize. Teachers post grades, important messages, and due dates for assignments and projects onto the virtual gradebook called Edsby. Students and parents have accounts so that they may access this virtual tool to monitor student progress and intervene in home. Teachers can also post general announcements on Edsby to share information with students and parents.

The school also has parent-teacher conference nights throughout the school year so that parents can have face-to-face interaction with teachers to discuss progress and see work samples of their child's mastery. Parents also get to see how the physical space in the classrooms are set up to meet the needs of students and promote cooperative learning.

The school also uses the ParentLink and the marquee to communicate dates and events to parents, so that parents are always informed to what is going on at the school. When parents are informed to what is happening the school, they are more prone to get involved in the school community and share ideas with educators on how to better meet the needs of students.

Teachers and guidance counselors also use Remind, a free messaging service that allows teachers to directly text message students and parents about upcoming assignments and reminders without exchanging phone numbers. Teachers and guidance counselors also use twitter to communicate the same information.

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:
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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

Total:	\$0.00
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