

Hillsborough County Public Schools

Spoto High School



2018-19 School Improvement Plan

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Spoto High School

8538 EAGLE PALM DR, Riverview, FL 33578

www.sdhc.k12.fl.us

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)

80%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

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

83%

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

Spoto High School provides the means and opportunity for all students to reach their highest educational potential in a safe learning environment.

Provide the school's vision statement

Spoto High School is a place where every student learns.

School Leadership Team

Membership

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

Name	Title
Perez, Glennis	Principal
McDonald, Kevin	Assistant 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	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	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	0	0	0	0	0	0

The number of students identified as retainees:

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

Date this data was collected

Sunday 8/19/2018

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	87	92	94	74	347
One or more suspensions	0	0	0	0	0	0	0	0	0	98	164	179	104	545
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	30	176	164	99	469
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	111	209	211	124	655

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	0	57	74	75	37	243

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	87	92	94	74	347
One or more suspensions	0	0	0	0	0	0	0	0	0	98	164	179	104	545
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	30	176	164	99	469
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	111	209	211	124	655

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	57	74	75	37	243

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?

Math Achievement; Not completely, but is generally accurate.

Which data component showed the greatest decline from prior year?

Math Learning Gains (-9), followed by Math Achievement (-8)

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

English/Language Arts Achievement

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

Social Studies Achievement (+9); This is not a trend.

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

Use of ELL paras to support learning in the classroom. This was implemented especially in the science and social studies classrooms, both of which showed improvement from the previous year in terms of achievement.

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	31%	54%	56%	31%	52%	53%
ELA Learning Gains	39%	53%	53%	40%	50%	49%
ELA Lowest 25th Percentile	34%	43%	44%	39%	39%	41%
Math Achievement	30%	48%	51%	37%	51%	49%
Math Learning Gains	34%	49%	48%	42%	47%	44%
Math Lowest 25th Percentile	33%	45%	45%	37%	38%	39%
Science Achievement	46%	65%	67%	45%	62%	65%
Social Studies Achievement	57%	73%	71%	48%	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	0 (87)	0 (92)	0 (94)	0 (74)	0 (347)
One or more suspensions	0 (98)	0 (164)	0 (179)	0 (104)	0 (545)
Course failure in ELA or Math	0 (30)	0 (176)	0 (164)	0 (99)	0 (469)
Level 1 on statewide assessment	0 (111)	0 (209)	0 (211)	0 (124)	0 (655)

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	30%	53%	-23%	53%	-23%
	2017	29%	50%	-21%	52%	-23%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	28%	52%	-24%	53%	-25%
	2017	32%	47%	-15%	50%	-18%
Same Grade Comparison		-4%				
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	41%	62%	-21%	65%	-24%
2017	42%	58%	-16%	63%	-21%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-1%			
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	53%	70%	-17%	68%	-15%
2017	49%	72%	-23%	67%	-18%
Compare		4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	16%	63%	-47%	62%	-46%
2017	22%	63%	-41%	60%	-38%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	36%	56%	-20%	56%	-20%
2017	40%	56%	-16%	53%	-13%
Compare		-4%			

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	41	45	33	44	37	40	61	72		82	55
BLK	25	38	37	23	31	37	42	44		83	26
HSP	29	36	31	28	31	26	37	58		74	43
ASN	54	31		70				80			
MUL	50	55		41	47		61	76		100	45
SWD	14	34	34	19	26	27	28	31		55	29
FRL	26	38	33	25	31	34	39	54		76	32
ELL	18	36	36	14	24	23	24	39		69	43

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	36	41	32	47	46	42	56	74		84	50
BLK	21	36	36	27	33	37	36	39		78	23
HSP	35	43	47	40	47	38	46	51		74	36
ASN	72	47		72	53					71	70
MUL	38	38		52	63		82			84	50
SWD	9	25	29	18	40	43	10	20		63	12
FRL	27	37	37	34	40	37	41	45		76	30
ELL	13	27	28	25	40	33	20	12		56	35

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	ELL and Hispanic Students to address achievement and graduation gaps as compared to other students
Rationale	Hispanic students represent 38% of the current student body, which is the largest bloc of students based on ethnicity. In addition, ELL as a subgroup represents some of the lowest scores across all achievement and learning gain areas. Strategic use of ELL paras in 2017-2018 resulted in increases in scores for social studies and science, two areas in which literacy skills are accessed in addition to content area knowledge. Classroom performance as represented by grades, as well as passing statewide assessments, contribute to graduation rate. Last year, a gap in graduation percentage was evident between Hispanic students and White (8%) and Black (9%) students.
Intended Outcome	At its most basic, our goal is to increase our percentage scores, across all data categories in the needs assessment (ELA/Math/Science/Social Studies Achievement, ELA/Math Learning Gains, and ELA/Math bottom quartile). An increase of 5% in every category would indicate significant improvement for Spoto. Secondly, improvement in graduation rates to completely close the gap between Hispanic students and students of other ethnicities is the goal.
Point Person	Kevin McDonald (kevin2.mcdonald@sdhc.k12.fl.us)
Action Step	
Description	A variety of strategies are being used to help our ELL students achieve. All teachers have been given a list of their ELL students and have been asked to highlight them on seating charts. Students needing language support are seated next to peers who can help with language and interpretation. ELL para schedules have been structured to maximize their time in classrooms supporting ELL students,, and teachers have been encouraged to reach out to the ELL program for classroom assistance. Dictionaries, electronic devices, content-specific dictionaries, and similar resources are used in classrooms to support ELL students. Both the literacy and math coaches can speak Spanish, and the math coach is a former ELL student, so she understands the challenges our ELL students may face. AVID strategies are shared monthly with teachers at voluntary Lunch and Learn sessions. Some of these strategies, such as those related to note-taking, are useful to support ELL students in their classrooms.
Person Responsible	Kevin McDonald (kevin2.mcdonald@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Administration and ILT will meet regularly to examine performance in our core content areas. Pre- and post assessments, as available, will be used. Comparison with district scores, as well as district high schools with similar demographics to Spoto, will assist us in understanding how well our strategies are working. As pat of this process, the number of para classroom visits, in which classes, as well as which specific students are being served, will provide data for analysis.
Person Responsible	Kevin McDonald (kevin2.mcdonald@sdhc.k12.fl.us)

Activity #2

Title

Disciplinary Actions, specifically addressing elevated number of disciplinary incidents for Black Male Students

Rationale

Enrollment records indicate that Black students represent 37% of the student population, but are tied to a disproportionate number of discipline incidents (47.7% duplicated counts; 45.1% unduplicated counts). Put differently, of the 1,962 discipline incidents from last school year, 860 (44%) were tied to Black students. Broken down into sex categories, 12% of the total were tied to Black females, and 31% to Black males. No other ethnicity/sex combination was higher than 16%.

Intended Outcome

Through various training opportunities provided to faculty and staff, increased district support provided by Gear Up and other programs, and the use of restorative practices as a regular part of behavioral interventions, the goal is to reduce the total number of discipline incidents tied to Black males by 25%.

Point Person

Lora Morgan (lora.morgan@sdhc.k12.fl.us)

Action Step

Description

A variety of trainings are being provided to faculty and staff to increase awareness of situations and issues Spoto students may face that can affect academic achievement and behavior. Spoto faculty and staff are being encouraged to contribute to and be a part of school culture. Meaningful relationships and connections between students and their teachers in the classroom can contribute to student success. Trainings are being provided on trauma, poverty, relationship building, understanding and assisting students with disabilities in the classroom, and restorative practices. The Gear Up program is working with students regarding this goal. Our deputy has a good relationship with students, is visible on campus, and works hard to contribute to a positive school culture. Our Student Success Coach is also running a mentoring program that pairs 10-12 grade students with faculty and staff who work with their mentees regularly. The AVID icon is updated monthly with resources to support positive culture and team building. Collaborate structures emphasize respectful dialogue on campus to build trust through positive language and positive self talk.

Person Responsible

Lora Morgan (lora.morgan@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description

Monitoring will occur through tracking of disciplinary incidents and documentation of restorative practice use.

Person Responsible

Lora Morgan (lora.morgan@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

- Among faculty and staff, we ensure that relationship-building is a clear priority in every classroom
- Utilize on-the-ground coaches to provide training and support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom setting
- Provide lesson plans and opportunities for faculty members to learn about simple strategies for gaining information about students' cultures
- Host events such as parent nights, conference nights, award ceremonies, etc.
- Re-established a PTSA for the school, which is holding a Culture Krave event in October 2018 to build school culture.
- Select a method/variety of methods that faculty will use in the first few days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students
- Encourage teachers to attend district provided professional development on culturally relevant teachings
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts)
- Create opportunities for faculty to support students through clubs, athletics, and extra activities such as Student/Faculty Basketball game, dances, etc.
- Host Challenge Day where students and teachers identify commonalities while sharing personal struggles to gain insight into our students' personal needs in order to be successful in our community and classroom.
- Increased Spoto's Social Media presence to include facebook, twitter, instagram, and other platforms to communicate with our community.
- Distribute a weekly Sway bulletin to students, faculty, and community to share the good things happening at Spoto.

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

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