

Hillsborough County Public Schools

Stewart Middle Magnet School



2018-19 School Improvement Plan

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Stewart Middle Magnet School

1125 W SPRUCE ST, Tampa, FL 33607

[no web address on file]

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(As Reported on Survey 3)

76%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

78%

School Grades History

Year
Grade

2017-18
B

2016-17
B

2015-16
B

2014-15
A*

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Stewart Middle Magnet School is a nationally recognized NASA Explorer School focusing on Science, Technology, Engineering, and Mathematics (STEM) Education. "Going Above and Beyond" signifies our commitment to excellence and rigor. In partnership with our parents, community and teachers, we develop independent learners and creative problem solvers ready to address the challenges of the 21st century global community.

Provide the school's vision statement

Developing independent life-time learners through explorations in Science, Technology, Engineering, and Mathematics (STEM) Education.

School Leadership Team

Membership

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

| Name | Title |
|-----------------|---------------------|
| Weiss, Susan | Assistant Principal |
| Wilson, Baretta | Principal |
| | Other |

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 | 31 | 36 | 42 | 0 | 0 | 0 | 0 | 109 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 48 | 30 | 0 | 0 | 0 | 0 | 125 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 48 | 24 | 0 | 0 | 0 | 0 | 106 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 76 | 70 | 0 | 0 | 0 | 0 | 265 |

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 | 36 | 42 | 77 | 0 | 0 | 0 | 0 | 155 |

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 | 10 | 17 | 26 | 0 | 0 | 0 | 0 | 53 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected

Thursday 9/27/2018

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 | 26 | 30 | 38 | 0 | 0 | 0 | 0 | 94 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 43 | 67 | 0 | 0 | 0 | 0 | 130 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 26 | 0 | 0 | 0 | 0 | 47 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 123 | 81 | 101 | 0 | 0 | 0 | 0 | 305 |

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 | 26 | 41 | 54 | 0 | 0 | 0 | 0 | 121 |

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 | 26 | 30 | 38 | 0 | 0 | 0 | 0 | 94 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 43 | 67 | 0 | 0 | 0 | 0 | 130 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 26 | 0 | 0 | 0 | 0 | 47 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 123 | 81 | 101 | 0 | 0 | 0 | 0 | 305 |

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 | 26 | 41 | 54 | 0 | 0 | 0 | 0 | 121 |

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?

ELA lowest 25 percentile performed the lowest. The data showed the ELA lowest 25 percentile was 7% less than the Math lowest 25 percentile. This is not a trend, as the Math lowest 25 percentile and the ELA lowest 25th percentile were in close proximity within the 2016-2017 school year.

Which data component showed the greatest decline from prior year?

ELA lowest 25 percentile had the greatest decline, which was a 4% decline.

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

ELA lowest 25 percentile had the biggest gap when compared to the state average. There was a 7% gap between the state and Stewart.

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

Science achievement showed the most improvement. There was a 6% increase from the 2016-2017 school year to the 2017-2018 school year in science achievement.

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

To increase science achievement, there were regular meeting times for team collaboration and the science teachers focused on ensuring that all teachers were creating rigorous, standard-based lesson plans.

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 | 58% | 52% | 53% | 56% | 50% | 52% |
| ELA Learning Gains | 55% | 53% | 54% | 55% | 53% | 54% |
| ELA Lowest 25th Percentile | 41% | 48% | 47% | 44% | 45% | 44% |
| Math Achievement | 63% | 56% | 58% | 58% | 54% | 56% |
| Math Learning Gains | 60% | 59% | 57% | 55% | 59% | 57% |
| Math Lowest 25th Percentile | 47% | 52% | 51% | 40% | 51% | 50% |
| Science Achievement | 54% | 47% | 52% | 48% | 47% | 50% |
| Social Studies Achievement | 78% | 66% | 72% | 75% | 66% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|---------|----------|-----------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 31 (26) | 36 (30) | 42 (38) | 109 (94) |
| One or more suspensions | 47 (20) | 48 (43) | 30 (67) | 125 (130) |
| Course failure in ELA or Math | 34 (0) | 48 (21) | 24 (26) | 106 (47) |
| Level 1 on statewide assessment | 119 (123) | 76 (81) | 70 (101) | 265 (305) |

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 |
| 06 | 2018 | 58% | 52% | 6% | 52% | 6% |
| | 2017 | 52% | 49% | 3% | 52% | 0% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 58% | 52% | 6% | 51% | 7% |
| | 2017 | 62% | 54% | 8% | 52% | 10% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | 6% | | | | |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | 57% | 54% | 3% | 58% | -1% |
| | 2017 | 55% | 53% | 2% | 55% | 0% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -5% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 37% | 48% | -11% | 52% | -15% |
| | 2017 | 34% | 47% | -13% | 51% | -17% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 67% | 61% | 6% | 54% | 13% |
| | 2017 | 70% | 61% | 9% | 53% | 17% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | 33% | | | | |
| 08 | 2018 | 24% | 29% | -5% | 45% | -21% |
| | 2017 | 18% | 28% | -10% | 46% | -28% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | -46% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 78% | 65% | 13% | 71% | 7% |
| 2017 | 75% | 67% | 8% | 69% | 6% |
| Compare | | 3% | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 91% | 63% | 28% | 62% | 29% |

| ALGEBRA EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2017 | 78% | 63% | 15% | 60% | 18% |
| Compare | | 13% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 96% | 56% | 40% | 56% | 40% |
| 2017 | 96% | 56% | 40% | 53% | 43% |
| Compare | | 0% | | | |

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 | 80 | 69 | 29 | 84 | 69 | 59 | 75 | 93 | 95 | | |
| BLK | 35 | 43 | 38 | 39 | 46 | 38 | 30 | 61 | 80 | | |
| HSP | 58 | 54 | 45 | 64 | 64 | 53 | 55 | 79 | 87 | | |
| ASN | 97 | 72 | | 97 | 86 | | | 92 | 94 | | |
| MUL | 82 | 69 | | 88 | 75 | | 70 | 93 | 87 | | |
| SWD | 19 | 25 | 11 | 21 | 36 | 33 | 24 | 54 | | | |
| FRL | 50 | 51 | 41 | 54 | 55 | 45 | 44 | 72 | 86 | | |
| ELL | 30 | 45 | 34 | 31 | 50 | 54 | 27 | 74 | 69 | | |

| 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 | 76 | 64 | 56 | 83 | 65 | 47 | 77 | 93 | 91 | | |
| BLK | 35 | 43 | 39 | 35 | 44 | 39 | 26 | 59 | 65 | | |
| HSP | 59 | 57 | 45 | 59 | 54 | 39 | 54 | 75 | 77 | | |
| ASN | 89 | 84 | | 93 | 79 | | | | 92 | | |
| MUL | 75 | 64 | | 77 | 69 | | 79 | 75 | 91 | | |
| SWD | 24 | 33 | 24 | 25 | 35 | 27 | 22 | 30 | 70 | | |
| FRL | 48 | 51 | 42 | 48 | 49 | 37 | 40 | 67 | 74 | | |
| ELL | 40 | 48 | 36 | 42 | 42 | 26 | 18 | 63 | 65 | | |

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 The area of focus is to improve learning gains in reading for all students as denoted by FSA 2017-2018 testing.

Rationale For the 2018-2019 school year, we are working as a team to improve students' reading skills and increase literacy throughout the content areas.

Intended Outcome The intended outcome is to make gains on the Language Arts FSA for grades sixth, seventh, and eighth grade, and make gains on the Language Arts FSA for our lowest quartile.

Point Person Baretta Wilson (baretta.wilson@sdhc.k12.fl.us)

Action Step

Description We will use the program Brightfish for our Levels Ones to increase their reading skills. Additionally, we will use CommonLit for all FSA levels and grade levels. This will identify any gaps regarding the standards and teachers can target those standards in both Language Arts and reading classes. Lastly, all of the students will be participating in drop everything and read (DEAR) and keep a reading response journal.

Person Responsible Baretta Wilson (baretta.wilson@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description This will be monitored for effectiveness by completing weekly to monthly checks on Brightfish progress. CommonLit will be utilized to track data on mastery of standards and instruction can be targeted based on those results. Teachers can track student progress within the reading response journals as well.

Person Responsible Susan Weiss (susan.weiss@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

Stewart builds relationships with parents by keeping the communication open with them. Stewart develops a written parental involvement policy jointly with the parents. There is a school-parent compact as well which states how parents, the school staff and students will share in the responsibility for improved student achievement and be discussed during a parent/teacher conference. The school will provide staff training on parent involvement, and provide training and materials to help parents work with their children. The school will provide (upon request) opportunities for regular meetings to allow parents to participate (as appropriate) in decisions about their child's education and respond to suggestions, and

offer flexible meeting times. The school will ensure that information sent to parents is in a format and language, to the extent practicable, that parents can understand.

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 |
|---------------|---------------|