

Hillsborough County Public Schools

# Wharton High School



## 2019-20 School Improvement Plan

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# Wharton High School

20150 BRUCE B DOWNS BLVD, Tampa, FL 33647

[ no web address on file ]

## Demographics

**Principal: Michael Rowan**

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	52%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students <b>English Language Learners</b> Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: B
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	

<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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 provide students with a meaningful education that develops creative, productive and responsible students.

**Provide the school's vision statement**

All students will reach their maximum potential, graduate high school, and be prepared for lifelong success.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Rowan, Michael	Principal	Directs and coordinates educational, administrative, and counseling activities at Wharton High School. Also, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.

### Early Warning Systems

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	576	573	553	606	2308
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	110	78	105	373
One or more suspensions	0	0	0	0	0	0	0	0	0	98	163	113	90	464
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	84	154	147	77	462
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	129	164	137	89	519

**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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

108

**Date this data was collected or last updated**

Tuesday 10/8/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	250	244	223	11	728

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	250	244	223	11	728

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	56%	56%	53%	54%	56%
ELA Learning Gains	48%	54%	51%	50%	53%	53%
ELA Lowest 25th Percentile	29%	41%	42%	32%	43%	44%
Math Achievement	42%	49%	51%	47%	48%	51%
Math Learning Gains	42%	48%	48%	43%	49%	48%
Math Lowest 25th Percentile	44%	45%	45%	34%	45%	45%
Science Achievement	59%	69%	68%	56%	65%	67%
Social Studies Achievement	76%	75%	73%	72%	73%	71%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	576 (0)	573 (0)	553 (0)	606 (0)	2308 (0)
Attendance below 90 percent	80 (136)	110 (127)	78 (128)	105 (9)	373 (400)
One or more suspensions	98 (112)	163 (100)	113 (69)	90 (4)	464 (285)
Course failure in ELA or Math	84 (155)	154 (149)	147 (123)	77 (1)	462 (428)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	55%	55%	0%	55%	0%
	2018	50%	53%	-3%	53%	-3%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	49%	53%	-4%	53%	-4%
	2018	50%	52%	-2%	53%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	66%	-9%	67%	-10%
2018	52%	62%	-10%	65%	-13%
Compare		5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	73%	1%	70%	4%
2018	70%	70%	0%	68%	2%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	63%	-33%	61%	-31%
2018	26%	63%	-37%	62%	-36%
Compare		4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	57%	-14%	57%	-14%
2018	54%	56%	-2%	56%	-2%
Compare		-11%			

**Subgroup Data**

2019 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	20	33	26	25	46	38	31	47		83	
ELL	19	42	38	22	44	48	28	44		71	18
ASN	66	64	55	50	39		63	85		90	62
BLK	35	38	18	28	43	48	41	64		85	19



**2019 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
HSP	43	44	35	38	44	48	47	73		84	28
MUL	67	61		48	37		71	90		88	39
WHT	72	57	37	59	43	39	85	90		91	51
FRL	36	40	27	30	40	44	44	61		81	18

**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 2015-16	C & C Accel 2015-16
SWD	27	38	23	21	26	26	23	44		81	7
ELL	23	36	22	28	37	32	25	55		73	28
ASN	71	60		62	57		71	92		94	61
BLK	38	50	42	32	35	25	39	58		87	17
HSP	46	43	22	40	39	32	48	61		82	34
MUL	58	48		63	31		69	90		97	36
WHT	70	54	26	66	53	48	75	85		92	54
FRL	36	42	29	34	35	30	38	60		82	24

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

**ESSA Federal Index**

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	11
Percent Tested	95%

**Subgroup Data****Students With Disabilities**

Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	38
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<b>English Language Learners</b>	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## **Analysis**

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

The data component showing the lowest performance is the ELA learning gains for the bottom quartile. Ninth grade students were placed into blended classes where teachers were encouraged to differentiate instruction to meet all learners' needs. However, this lessened opportunities for explicit reading instruction.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

The data component is FSA Geometry EOC scores for % Level 3 or above. The pass rate is 11 points below 2018. Although, there was a decrease in the prior year, it was not close to where students measured in 2019.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

The bottom quartile gains for ELA had a 16% gap compared to the state average. This is consistent with prior years.

#### **Which data component showed the most improvement? What new actions did your school take in this area?**

The Early Warning Indicator category of attendance is the data component that showed most improvement. We increased attendance for students' attendance below 90% by more than 60% when comparing to the prior years.

Attendance was closely monitored and consequences were given.

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Students with two or more indicators will continue to be a focus. Administration has implemented new strategies for the 2019-2020 school year to improve overall behavior.

#### **Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Overall EOC/FSA gains
2. Planning with a focus on active learning
3. AP/CTE gains

## Part III: Planning for Improvement

### Areas of Focus:

**#1**

**Title** Student Achievement on EOCs and FSAs, with the focus on the bottom quartile

**Rationale** Professional Development and data analysis will be provided to support teachers in lesson planning through PLCs. This will yield more differentiated lessons that not only focuses on content for all learners, but also will allow for higher levels of student engagement and student achievement from our bottom quartile.

**State the measurable outcome the school plans to achieve**

- \* 6 Point gains for English Language Arts
- \* 3 points gains in Math
- \* 4 point gains in End-Of-Course Assessments

**Person responsible for monitoring outcome**

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

**Evidence-based Strategy**

Multiple cross-content strategies, such as note taking, text marking, and other CRISS techniques, will be taught through professional development to teachers so that they can implement in classroom.

**Rationale for Evidence-based Strategy**

Utilizing these tools, teacher will be able to support the bottom quartile through all content areas so that we would see improvement in all FSAs and EOCs.

### Action Step

**Description**

1. Professional Development training will be provided during pre-planning, and ongoing throughout the school year. PD will cover engagement strategies and closing the learning gaps. Coaches will support teacher in developed lessons based on PD, and will complete a coaching cycle for teachers needing additional support. Walk-through data will be collected and reviewed by department heads, coaches and administration during leadership team meetings.
2. PLC's will meet monthly to plan for active engagement, and review data. Monthly meeting attendance will be reported to leadership team.
3. Students will be identified for additional pull-out support by subject area teachers and a bottom quartile mentor program.
4. Students will receive additional curriculum-based support through a peer tutoring program.

**Person Responsible**

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

<b>#2</b>	
<b>Title</b>	Planning With a Focus on Active Learning
<b>Rationale</b>	In order to increase FSA/EOC test scores, teachers will develop and implement lesson plans with a focus on active learning strategies. Strategies will increase differentiation within classrooms and enhance overall student engagement of all learners.
<b>State the measurable outcome the school plans to achieve</b>	Teachers will demonstrate active learning strategies within lessons and this will be evident through walk-throughs by administration, department heads, instructional coaches, and peers. The walk-through data collected will be utilized through teacher reflection in PLCs and student achievement will be measureable through FSA/EOC scores.
<b>Person responsible for monitoring outcome</b>	Michael Rowan (michael.rowan@sdhc.k12.fl.us)
<b>Evidence-based Strategy</b>	Teachers will be provided multiple opportunities to enhance instructional pedagogy with active learning strategies through monthly professional development. Teachers will also receive collaborative supports through model classrooms which will allow teachers to observe strategies directly and implement within their own classes.
<b>Rationale for Evidence-based Strategy</b>	Strategies are teacher-centered, teacher-selected, and driven by teacher choice. This allows for “best practices” to be shared collectively among the instructional staff to enhance all student learning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional Development training will be provided monthly to introduce active learning strategies. PLC's will meet monthly to plan for active engagement, and review data. Monthly meeting attendance will be reported to leadership team.</li> <li>2. Model classrooms will allow teachers inability to observe active learning strategies and apply them within their classrooms.</li> <li>3. Teachers will have opportunities to participate in ghost walks, observing peers' classrooms when not instructing, to further develop their own practice and enhance student learning.</li> </ol>
<b>Person Responsible</b>	Michael Rowan (michael.rowan@sdhc.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Increase in Career/College Readiness and Industry Certifications Earned
<b>Rationale</b>	Providing students opportunities to deepen Advanced Placement learning, explore career and vocational programs, as well as an avenue to obtain the necessary skills needed to prepare them for the workforce.
<b>State the measureable outcome the school plans to achieve</b>	Student awareness of career and vocational opportunities will be enhanced through multiple data sources. In addition, AP exam pass rate will improve by 41 points, and industry certifications will increase by 15 points.
<b>Person responsible for monitoring outcome</b>	Michael Rowan (michael.rowan@sdhc.k12.fl.us)
<b>Evidence-based Strategy</b>	Students will attain preparatory higher level thinking skills in pre AP courses. In addition, students will have increased opportunities to earn industry certifications through additional courses. Students will also be provided vocational opportunities through a partnership program and vocational fair.
<b>Rationale for Evidence-based Strategy</b>	By placing students in Pre AP Courses, there will be a higher probability of increasing the AP exam pass rate.  By increasing course opportunities to attain industry certifications, the number of certifications earned will increase.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. College bound students will be placed in pre AP courses to better prepare them for AP curriculum.</li> <li>2. Students will be provided more opportunities to obtain certifications through CTE courses.</li> <li>3. Vocational interest surveys will help identify students' interest.</li> <li>4. Career-minded students will have an opportunity to explore career options through a vocational fair.</li> </ol>
<b>Person Responsible</b>	Michael Rowan (michael.rowan@sdhc.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

**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 Schoolwide Improvement Plan 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**

Ongoing communication is a foundation to building positive relationships with our parents, families, and stakeholders. This communication includes access to the school's website, Parent Link, Edsby, The PAW, as well as other forms of social media.

The school also encourages parent involvement through voluntarism and parent-teacher conference nights. Conference nights are scheduled throughout the school year, so that parents and families can have face-to-face interaction with teachers to discuss progress and see work samples of their child's mastery.

**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**

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 strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

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.



### 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 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**

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.

**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; College fair offered by the school to students for information on different colleges.

## Part V: Budget

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Student Achievement on EOCs and FSAs, with the focus on the bottom quartile</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Planning With a Focus on Active Learning</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Increase in Career/College Readiness and Industry Certifications Earned</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>