

Hillsborough County Public Schools

# Wilson Middle School



## 2018-19 School Improvement Plan

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## Table of Contents

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

## Wilson Middle School

1005 W SWANN AVE, Tampa, FL 33606

[ no web address on file ]

### School Demographics

**School Type and Grades Served**  
(per MSID File)  
Middle School  
6-8

**2018-19 Title I School**

No

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

23%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

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

34%

### School Grades History

**Year**  
**Grade**

**2017-18**  
A

**2016-17**  
A

**2015-16**  
A

**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

Bulldogs will persevere to become compassionate citizens and successful life-long learners!

#### Provide the school's vision statement

Bulldogs will persevere to become compassionate citizens and successful life-long learners!

### School Leadership Team

#### Membership

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

Name	Title
Faucett, Colleen	Principal
Fantauzzo, Keith	Assistant Principal
Copeland, Deedra	Assistant Principal
Fox, Tim	Teacher, K-12
Ferrebee, Richard	Teacher, K-12
Glicksteen, Sarah	Guidance Counselor
Moore, Malcolm	Teacher, K-12
Nadicksbernd, Andrea	Teacher, K-12
Sanchez, Michelle	Instructional Media
Slaughter, Thomas	Teacher, K-12
Thompson, Jenifer	Teacher, K-12
Werb, Heather	Teacher, K-12

#### 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	13	6	20	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	9	21	22	0	0	0	0	52
Course failure in ELA or Math	0	0	0	0	0	0	0	2	14	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	29	14	25	0	0	0	0	68

#### 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	4	5	11	0	0	0	0	20

#### 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	2	3	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	1	1	0	0	0	0	2

#### Date this data was collected

Friday 10/26/2018

### 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	7	15	15	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	10	16	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	0	4	1	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	13	27	23	0	0	0	0	63

**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	7	5	0	0	0	0	12

**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	7	15	15	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	10	16	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	0	4	1	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	13	27	23	0	0	0	0	63

**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	7	5	0	0	0	0	12

**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 25th percentile (BQ) with 53% for 2018 showing gains, which dropped from 60% of the ELA BQ showing gains in 2017. This component is usually our lowest area.

**Which data component showed the greatest decline from prior year?**

7th grade ELA students who scored a 3 or higher showed a 12% drop from 2017 to 2018. In 2017 we were at 87% and dropped to 75% in 2018.

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

Our 6th grade Math students who scored a 3 or higher showed the biggest gap with a 33% difference. Our 6th grade math was 85% proficient. The state average for 2018 was 52%.

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

8th grade Science students' scores improved 11% between 2017 to 2018. In 2017 our scores went from 68% in 2017 to 79% in 2018. This has not been a trend with our science scores. We have remained stagnant in this area for the last few years. .

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

The overall data for this cohort of students have shown increases in each subject area as they went from 6th to 7th to 8th grade.

**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	80%	52%	53%	83%	50%	52%
ELA Learning Gains	65%	53%	54%	72%	53%	54%
ELA Lowest 25th Percentile	53%	48%	47%	60%	45%	44%
Math Achievement	88%	56%	58%	88%	54%	56%
Math Learning Gains	72%	59%	57%	82%	59%	57%
Math Lowest 25th Percentile	62%	52%	51%	72%	51%	50%
Science Achievement	79%	47%	52%	68%	47%	50%
Social Studies Achievement	86%	66%	72%	93%	66%	70%

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

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	13 (7)	6 (15)	20 (15)	39 (37)
One or more suspensions	9 (0)	21 (10)	22 (16)	52 (26)
Course failure in ELA or Math	0 (0)	2 (4)	14 (1)	16 (5)
Level 1 on statewide assessment	29 (13)	14 (27)	25 (23)	68 (63)

**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	78%	52%	26%	52%	26%
	2017	75%	49%	26%	52%	23%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	75%	52%	23%	51%	24%
	2017	87%	54%	33%	52%	35%
Same Grade Comparison		-12%				
Cohort Comparison		0%				
08	2018	83%	54%	29%	58%	25%
	2017	80%	53%	27%	55%	25%
Same Grade Comparison		3%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	85%	48%	37%	52%	33%
	2017	77%	47%	30%	51%	26%
Same Grade Comparison		8%				
Cohort Comparison						
07	2018	82%	61%	21%	54%	28%
	2017	90%	61%	29%	53%	37%
Same Grade Comparison		-8%				
Cohort Comparison		5%				
08	2018	36%	29%	7%	45%	-9%
	2017	42%	28%	14%	46%	-4%
Same Grade Comparison		-6%				
Cohort Comparison		-54%				

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	85%	65%	20%	71%	14%
2017	92%	67%	25%	69%	23%
Compare		-7%			

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	98%	63%	35%	62%	36%
2017	98%	63%	35%	60%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	56%	44%	56%	44%
2017	100%	56%	44%	53%	47%
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	86	66	51	93	75	74	84	91	94		
BLK	38	53	52	64	62	52	56	71	91		
HSP	68	65	57	77	66	55	62	73	92		
ASN	95	76		95	76		100		100		
MUL	83	69		75	68						
SWD	33	39	31	50	48	47	40	45	75		
FRL	59	55	53	68	58	51	55	71	86		
ELL	37	53	59	57	53	50		38			

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	88	77	63	92	85	79	72	95	98		
BLK	48	56	54	57	71	60	25	84	64		
HSP	74	64	55	80	76	64	64	85	93		
ASN	91	70		100	90			100	100		
MUL	90	74		90	89						
SWD	28	38	28	46	63	57	8	53			
FRL	61	58	45	70	75	64	56	78	92		
ELL	23	56	47	36	57	50					

### 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

<b>Title</b>	Increasing the level of cognitive complexity in lessons
<b>Rationale</b>	Data shows proficiency but no real growth for students or bottom quartile students Classroom observation walkthroughs reveal surface level teaching, without a deep dive into student cognitive complexity
<b>Intended Outcome</b>	Through professional development and work with our LEAD team, the staff will plan using CPalms and the FSA items that correlate with the standards. They will increase the rigor and complexity of written/oral assessments in class. Students will be more engaged in academic discussion and have to use cognitive skills when answering questions.
<b>Point Person</b>	Colleen Faucett (colleenv.faucett@sdhc.k12.fl.us)

##### Action Step

<b>Description</b>	Barb Miraglia will train staff on breaking down standards. Ms. Miraglia will also will revisit a topic with the staff from last year, matching assessments to the level of complexity in learning targets. We will have our former TTD teachers, who now are back in the classroom, support teachers monthly to help implement in the classrooms. We will utilize various strategies throughout the entire school to reinforce the cognitive complexity. The AVID strategy, WICOR (writing, Inquiry, Collaboration, Organization, and Reading), is taught and used throughout the school. Teachers will discuss/research visible learning throughout the year and implement the best practices that accelerate learning. Our Staff will collaborate with our media specialist on inquiry-based learning in order to develop research assignments and amplify student voice.
<b>Person Responsible</b>	Colleen Faucett (colleenv.faucett@sdhc.k12.fl.us)

##### Plan to Monitor Effectiveness

<b>Description</b>	The LEAD team will discuss during monthly meetings and reevaluate where there may be needs. Also, the SALs will be visiting their content area teachers classrooms to observe lessons to see the implementation. Discussions focusing on cognitive complexity will also be discussed throughout the year during department meetings. Administrators will also assess while doing walk-throughs and informal evaluations in all classrooms.
<b>Person Responsible</b>	Colleen Faucett (colleenv.faucett@sdhc.k12.fl.us)

**Activity #2**

**Title** Build Relationships with students (deeper than achievement data)  
Climate Survey Student Data shows many questions related to student enjoyment, people caring about me, etc...are down .

**Rationale** My principal and teachers ask me what I think about school 26%  
I have a mentor or someone who helps me succeed at school 53%  
My teachers care about me 66%  
I enjoy coming to school 43%  
There is an adult I can talk to if I have a problem 80%

**Intended Outcome** Throughout the year, teachers will improve the relationships they have with their students and know more about them than just their academic performance. We will make efforts as a staff to get to have all students feel as if they have at least one adult they can go to at school. In turn, it will improve their desire to come to school.

**Point Person** Colleen Faucett (colleenv.faucett@sdhc.k12.fl.us)

**Action Step**

**Description** During preplanning, teachers discuss and develop some ideas on ways to get to know information about students outside of school. Teachers will implement those strategies during the first few weeks of school.  
Throughout the year, each faculty meeting will have some type of focus on developing relationships with students.  
August- What Do You Know? Activity  
September-Visible Learning (Positive Greetings)  
October-Restorative Practices  
November- Relationship Mapping  
December- Bottom Quartile Mentoring Options  
January- I Wish My Teacher Knew  
February-Revisit Restorative Practices  
March- Getting Deeper with Mentoring  
April-Goal Setting with all students  
During IPDP meetings, the principal will discuss the ways in which staff are developing deeper relationships with the students as part of their annual goal.

**Person Responsible** Colleen Faucett (colleenv.faucett@sdhc.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description** We will revisit the TELL survey to see if improvements have been made regarding the categories involving student/teacher relationships and their view on school  
Admin and SALs will visit classroom to observe the various strategies being implemented within the classroom.

**Person Responsible** Colleen Faucett (colleenv.faucett@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**

Woodrow Wilson Middle School builds relationships with parents in a variety of ways. In the Fall we host "Coffee with the Principal" sessions for individual grade levels to focus on specific expectations and needs of each group. We host conference nights two times a year and send home interim reports to keep parents informed of their child's progress. Additionally, our school utilizes the school district online grade service, EDSBY, which allow parents to keep up to date on student performance. Our school newsletter, The Bulldog Bark, is published every two weeks and sent electronically and in paper copy to our families. This newsletter focuses on education and activity news of the school.

**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