

Hillsborough County Public Schools

Eisenhower Middle School



2019-20 School Improvement Plan

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Eisenhower Middle School

7620 OLD BIG BEND RD, Gibsonton, FL 33534

[no web address on file]

Demographics

Principal: Robert Stingone

Start Date for this Principal: 7/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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 prepare our students to be productive and informed members of society by building Relationships that foster Self- Discipline, Integrity and Accountability through a culture of Respect.

Provide the school's vision statement

Building Five Star Generals One Star at at Time.

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
Stingone, Robert	Principal	
Glenn, Brandon	Assistant Principal	Leadership team meetings can include the following: Principal

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	485	404	494	0	0	0	0	1383
Attendance below 90 percent	0	0	0	0	0	0	86	66	99	0	0	0	0	251
One or more suspensions	0	0	0	0	0	0	106	86	107	0	0	0	0	299
Course failure in ELA or Math	0	0	0	0	0	0	35	24	31	0	0	0	0	90
Level 1 on statewide assessment	0	0	0	0	0	0	195	149	179	0	0	0	0	523

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	109	75	112	0	0	0	0	296

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	28	13	6	0	0	0	0	47
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)

211

Date this data was collected or last updated

Monday 7/29/2019

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	54	70	76	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	10	70	75	0	0	0	0	155
Course failure in ELA or Math	0	0	0	0	0	0	4	35	40	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	0	0	0	151	127	141	0	0	0	0	419

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	40	22	21	0	0	0	0	83

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	54	70	76	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	10	70	75	0	0	0	0	155
Course failure in ELA or Math	0	0	0	0	0	0	4	35	40	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	0	0	0	151	127	141	0	0	0	0	419

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	40	22	21	0	0	0	0	83

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	43%	51%	54%	44%	52%	53%
ELA Learning Gains	46%	52%	54%	50%	53%	54%
ELA Lowest 25th Percentile	39%	47%	47%	39%	48%	47%
Math Achievement	51%	55%	58%	52%	56%	58%
Math Learning Gains	51%	57%	57%	55%	59%	57%
Math Lowest 25th Percentile	34%	52%	51%	46%	52%	51%
Science Achievement	43%	47%	51%	36%	47%	52%
Social Studies Achievement	57%	67%	72%	61%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	485 (0)	404 (0)	494 (0)	1383 (0)
Attendance below 90 percent	86 (54)	66 (70)	99 (76)	251 (200)
One or more suspensions	106 (10)	86 (70)	107 (75)	299 (155)
Course failure in ELA or Math	35 (4)	24 (35)	31 (40)	90 (79)
Level 1 on statewide assessment	195 (151)	149 (127)	179 (141)	523 (419)

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
06	2019	37%	53%	-16%	54%	-17%
	2018	39%	52%	-13%	52%	-13%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	42%	54%	-12%	52%	-10%
	2018	52%	52%	0%	51%	1%
Same Grade Comparison		-10%				
Cohort Comparison		3%				
08	2019	46%	53%	-7%	56%	-10%
	2018	37%	54%	-17%	58%	-21%
Same Grade Comparison		9%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	49%	-10%	55%	-16%
	2018	42%	48%	-6%	52%	-10%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	54%	62%	-8%	54%	0%
	2018	60%	61%	-1%	54%	6%
Same Grade Comparison		-6%				
Cohort Comparison		12%				
08	2019	15%	31%	-16%	46%	-31%
	2018	20%	29%	-9%	45%	-25%
Same Grade Comparison		-5%				
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	41%	47%	-6%	48%	-7%
	2018	36%	48%	-12%	50%	-14%
Same Grade Comparison		5%				
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	67%	-12%	71%	-16%
2018	60%	65%	-5%	71%	-11%
Compare		-5%			

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	63%	29%	61%	31%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	87%	63%	24%	62%	25%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

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	17	36	32	17	32	29	13	26			
ELL	17	41	34	30	41	39	14	29	85		
ASN	70	59		89	67		75		100		
BLK	34	39	37	39	43	25	33	56	84		
HSP	38	46	39	46	48	32	34	49	88		
MUL	52	43	30	60	54	40	64	71	93		
WHT	52	50	44	60	57	52	55	64	86		
FRL	38	44	39	44	47	33	36	51	85		

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	14	30	26	18	42	41	14	23			
ELL	16	35	32	25	44	46	16	33	92		
ASN	73	60		93	78		64	93			
BLK	31	50	43	42	45	38	26	53	85		
HSP	38	43	33	43	50	49	32	54	77		
MUL	54	53	27	63	65		33	68			
WHT	55	55	49	64	62	45	47	69	79		
FRL	36	46	40	46	51	43	28	57	81		

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

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students

Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students

Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
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
Pacific Islander Students	
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
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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

8th grade Math FSA achievement levels were at 15%. Achievement levels with this groups have trended low over the course of last 3 yeas with 2016-2017 showing a rise in percentage. Factors for low trend have been one teacher teaching pre-algebra only and larger class sizes. Teacher has had limited plc interaction due to no other teacher with like class and has had to plan with Math SAL for PLC.

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

Math bottom quartile had a 12% drop. Factors involved have been SIP consistent planning for all grade levels not occurring throughout entire year. Those grade levels that were able to plan consistently, needed to be able to identify student deficits earlier. Interventions, progress monitoring, and planned changes to student performance of common assessment then needed to be done earlier in academic year throughout all grade levels.

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

8th grade math achievement levels had the biggest gap at -31% when compared to the state average. Achievement levels with this groups have trended low over the course of last 3 years with 2016-2017 showing a rise in percentage. Factors for low trend have been one teacher teaching pre-algebra only and larger class sizes. Teacher has had limited plc interaction due to no other teacher with like class and has had to plan with Math SAL for PLC.

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

Science achievement scores increased by 7%. Students areas of strength and areas of growth were identified early in school year with assessing and then interventions were designed and implemented to address them. These interventions were created and used through department at all grade levels to help address weak strand areas in daily lesson planning through either bell work or embedding in main lesson.

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

Number of students below 90 percent in attendance and number of students with one or more suspensions,

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

- 1.
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teaching to the complexity of the standards
Rationale	Data shows a trend of decline in student learning gains in Math and ELA., especially in the bottom quartile of students. In order to help increase learning gains for all students, teacher s need to be able to teach the assessed standards to their proper level of complexity, providing differentiation as needed, and ensure all students can master the standard.
State the measureable outcome the school plans to achieve	Student learning gains in ELA and Math will show an increase of 10% on the 2019-2020 FSA and student learning gains in the bottom quartile for ELA and Math will show an increase of 10% on the 2019-2020 FSA.
Person responsible for monitoring outcome	Robert Stingone (robert.stingone@sdhc.k12.fl.us)
Evidence-based Strategy	Walkthroughs conducted by SALs and coach to look for specific teacher and student look fors being done within daily lessons.
Rationale for Evidence-based Strategy	Observations by SALs and coach was selected to be able to capture real time look fors in daily lessons. SALs in ELA, Math and Science has been given one extra planning period to conduct walkthroughs, student pull outs, and min coaching cycles. This data can be captured weekly and then disaggregated by grade level and subject to look for trends. Data then used to drive mini coaching cycles, provide effective feedback, and implement or modify existing professional development specifically to data. Goal is to see at least 90% of all teachers meeting the daily look fors in their lessons.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train all new staff members to Eisenhower in how to identify complexity of standards. This will also be offered to any staff member needing or wanted a refresher. Train SALs on conducting walkthroughs, providing feedback and mini coaching cycles. 2. Plan and conduct grade level subject PLC meetings weekly with SAL and coach support. 3. Conduct weekly walkthroughs of all subjects by SAL and coach and collect data to present to ILT. 4. ILT will meet bi-weekly to discuss data and trends and monitor for areas of strength and areas to address with potential PD. 5. PD implemented as needed based on data. Observations continue to be conducted and data looked at to monitor results on a continuous improvement cycle.
Person Responsible	Brandon Glenn (brandon.glenn@sdhc.k12.fl.us)

#2	
Title	Increasing proficiency levels in ESE and ELL subgroups
Rationale	ESE and ELL subgroups show particular struggle in achieving proficiency in ELA, Math, Science, and Civics proficiency areas. Two year data for ELL group shows slightly increasing ELA percentages in learning gains and proficiency but decreasing in Math, Science and Civics. Two year data for ESE group shows slightly increasing ELA percentages in learning gains and proficiency but decreasing in Math and Civics and Science with no noticeable increase or decrease.
State the measureable outcome the school plans to achieve	Goal is to increase ESE and ELL subgroups in proficiency levels to 41% n ELA, Math, Civics, and Science on the 2019-2020 FSA and EOC tests.
Person responsible for monitoring outcome	Robert Stingone (robert.stingone@sdhc.k12.fl.us)
Evidence-based Strategy	Walkthroughs conducted by SALs and coach to look for specific teacher and student look fors being done within daily lessons. Also will implement computer based intervention programs for Civics and Science subjects.
Rationale for Evidence-based Strategy	Observations by SALs and coach was selected to be able to capture real time look fors in daily lessons. SALs in ELA, Math and Science has been given one extra planning period to conduct walkthroughs, student pull outs, and min coaching cycles. This data can be captured weekly and then disaggregated by grade level and subject to look for trends. Data then used to drive mini coaching cycles, provide effective feedback, and implement or modify existing professional development specifically to data. Goal is to see at least 90% of all teachers meeting the daily look fors in their lessons.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train all new staff members to Eisenhower in how to identify complexity of standards. This will also be offered to any staff member needing or wanted a refresher. 2. Train SALs on conducting walkthroughs, providing feedback and mini coaching cycles. 3. Conduct weekly walkthroughs of all subjects by SALs and coach and collect data to present to ILT. 4. ILT will meet bi-weekly to discuss data and trends and monitor for areas of strength and areas to address with potential PD. 5. Train Civics and Science teachers on use of computer programs and monitor student use rate and standards mastery bi-weekly to ensure fidelity of implementation.
Person Responsible	Brandon Glenn (brandon.glenn@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)

1. Decreasing number of discipline incidents and days of suspension by 20%-Focus on multi-tiered approach to decreasing discipline incidents and suspension days for students. PBIS team will collect, disaggregate, and disseminate data in behavior tracker to show trends school wide, and grade level in discipline. Interventions will be developed in response to this data. Continued implementation and improvements to PBIS system as a tier 1 intervention. Implementation of mentoring program with identified students who need tier 2 supports. Identifying and referring tier 3 students to proper intervention teams for support and behavior management plans.
2. Increasing percentage of students with 90% or higher attendance by 5%-Focus on development of tier 1 school ide plan for attendance. PBIS team implementing school wide and grade level specific goals for celebration of attendance percentages. Better identification of tier 2 students developing negative attendance patterns by homeroom teachers and working with guidance to develop attendance plan for improvement. Better identification and implementation of tier 3 interventions for significant attendance cases.

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

Eisenhower will involve parents through PTSA, SAC, Title 1 parent nights and other events. Conference Nights after each 4 week progress report distribution will be scheduled and dates and time will be communicated through weekly Blackboard Parent links, Twitter, and School webpage.

Parent focus groups will be schedule at least quarterly with school administration to provide forum for parent feedback on school issues.

Opportunities for parent and community stakeholders will be provide with opportunities to participate in school activities or information on how to stay involved in school events and volunteer time or resources.

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.

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 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; Fieldtrip 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

Part V: Budget						
1	III.A	Areas of Focus: Teaching to the complexity of the standards				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	1324 - Eisenhower Middle School		2.5	\$0.00
			<i>Notes: Purchase of reading coach, success coach and one class section of each unit to allow for Math, ELA, and Science SAL to have one additional period off. All persons will help conduct classroom walkthroughs, mini coaching cycles, and small group pull out to help with increasing learning gains and student proficiency on FSA, EOC, and SSA testing.</i>			
			1324 - Eisenhower Middle School			\$0.00
			<i>Notes: provide sub days for PLC small group PD as needed for teachers</i>			
			1324 - Eisenhower Middle School			\$0.00
			<i>Notes: provide training for PLC leaders to conduct efficient PLC meetings</i>			
			1324 - Eisenhower Middle School			\$0.00
			<i>Notes: provide t-payroll for tutorials for students as needed to bottom quartile students</i>			
2	III.A	Areas of Focus: Increasing proficiency levels in ESE and ELL subgroups				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1324 - Eisenhower Middle School		2.5	\$0.00

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			<i>Notes: Purchase of reading coach, success coach and one class section of each unit to allow for Math, ELA, and Science SAL to have one additional period off. All persons will help conduct classroom walkthroughs, mini coaching cycles, and</i>		
	380-Public Utility Services	1324 - Eisenhower Middle School			\$0.00
			<i>Notes: Purchase of online tutorial programs to help all students and specifically ESE and EL subgroups to increase their proficiency levels.</i>		
				Total:	\$0.00