**Seminole County**

Strategies for Improving Indicators 1 and 2

* Use of data analysis to target needs of specific students - Meetings are held periodically to examine FCAT data to determine intervention needs at the school level and drilled down to student level Reading and Math CDDRES - Use of national consultant to conduct cadres periodically at elementary, middle and high school to analyze data and consider interventions.
* Targeted scheduling to assist with subjects - Additional reading, math, study skills classes.
* Inclusion of ESE students in regular education classes - Use of support facilitation, monitoring, consultation with students on a standard diploma.
* Targeted ESE after-school tutoring for FCAT preparation by ESE and regular teachers.
* Collaboration between ESSS administrators, curriculum specialists, and school-based administrators - ESE personnel attend curriculum planning meetings with regular education specialists, teachers on assignment and school-based administrators.
* High School Transition Initiative - At-risk 8th grade students are assigned to transition summer school classes that continue with the same teachers/mentors for 9th grades. Various incentives such as scholarships serve as motivation.
* Mentoring by administration, teaching staff, support staff and dividends of students identified by student study teams. - These mentors assist with attendance, academics or behavioral interventions.