



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Bonifay Middle School

401 MCLAUGHLIN AVE

Bonifay, FL 32425

850-547-2678

<http://bms.hdsb.org/>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 13%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 B
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bonifay Middle School

Principal

Donald Etheridge

School Advisory Council chair

Miriam Beasley

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Matt Tate	Assistant Principal
Pam Alford	Guidance Counselor
Dawn Barone	Curriculum Coordinator
Natalie Bomann	7th Grade Language Arts
Robin Carrell	7th Grade Science
Melanie Albury	ESE
Kelley McKee	5th Grade
Tami Parish	8th Grade Math
Devon Miles	6th Grade Social Studies
Kathy Lee	6th Grade Reading/Language
Chey Bowers	PE/Computers

District-Level Information

District

Holmes

Superintendent

Mr. Eddie Dixon

Date of school board approval of SIP

12/3/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jace Albury: Community Leader

Sam Bailey: Parent

Miriam Beasley: Staff

Tina Lang: Parent

Cynthia Goodson: Staff
Carolyn Mathias: Parent
Pam Alford: Staff
Donald Etheridge: Staff
Kathy Gardner: Parent
Wyatt Parish: Business Leader
Marie Ellenburg: Staff
Michael Duncan: Parent
Deborah Jones: Staff
Terri Enfinger: Staff
Emerald Bethel: Parent
Teresa Bush: Parent
Dawn Barone: Staff
Glenn Rich: Staff
Shannon Revels: Parent
Warren Howell: Parent

Involvement of the SAC in the development of the SIP

SAC members met and discussed priority targets needing to be addressed in this school improvement plan. SAC met to determine roles and goals of the committee and its members for the school year.

Activities of the SAC for the upcoming school year

SAC will meet once a quarter to address school needs, evaluate school performance data and target priority areas within the school.

Projected use of school improvement funds, including the amount allocated to each project

SAC will determine priority projects at Bonifay Middle School and then allocate the funds for each project.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dawn Barone

Full-time / School-based

Years as Coach: 1

Years at Current School: 8

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other

Credentials

BS: Biology

MS: Counseling and Psychology

Certifications: Middle Grades Integrated Curriculum, Middle Grades Science, Exceptional Student Education K-12, Biology 9-12, Guidance and Counseling PK-12

Performance Record

2010-2011: School Grade B; % meeting high standards - reading 71, math 64, writing 84, science 50; learning gains - reading 65, math 65; lowest 25% - reading 59, math 63; AYP not achieved

2011-2012: School Grade A; % meeting high standards - reading 57, math 58, writing 77, science 49; learning gains - reading 62, math 73; lowest 25% - reading 65, math 74

2012-2013: School Grade B; % meeting high standards - reading 57, math 54, writing 51, science 46; learning gains - reading 57, math 57; lowest 25% - reading 53, math 55

Classroom Teachers**# of classroom teachers**

36

receiving effective rating or higher

36, 100%

Highly Qualified Teachers

100%

certified in-field

36, 100%

ESOL endorsed

4, 11%

reading endorsed

5, 14%

with advanced degrees

11, 31%

National Board Certified

2, 6%

first-year teachers

0, 0%

with 1-5 years of experience

12, 33%

with 6-14 years of experience

15, 42%

with 15 or more years of experience

9, 25%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The SBLT will meet and discuss strategies to support and encourage the retention of highly qualified teachers and will discuss strategies to recruit highly qualified personnel.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Miriam Beasley, 6th grade team leader, and Robin Carrell, 7th grade science teacher, will team with Aileen Mork, who is new to BMS this year, to support her in adjusting to a new school. Mrs. Mork has teaching experiences but is new to the middle school environment. Mrs. Beasley and Mr. Carrell will meet with Mrs. Mork regularly to assist in this process.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

School based leadership teams will meet regularly to monitor the progress and implementation of MTSS and SIP. The principal provides leadership and vision to ensure data-based decisions, oversees and assesses implementation of the district RtI plan. General Ed / ESE teachers provide information about core instruction, gathers student data, provide interventions at Tier 1, works with others to implement strategies at the Tier 2 and 3 levels. The instructional coach leads and evaluates core content standards,

identifies student needs, identifies appropriate intervention strategies, assists with screening and on-going progress monitoring, data collection and analysis, provides professional development to support the implementation of Tier 1, Tier 2, and Tier 3 interventions. The guidance counselor provides support for students, teachers and parents through the MTSS process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The leadership team will work toward a common goal of effectively implementing the district plan for RtI. The team will meet quarterly to review data, identify at-risk students, discuss and share effective instructional practices, make plans regarding interventions, and document progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

In our small, rural school, many members of the SIP team and various leadership teams are involved with multiple teams. This overlapping of involvement creates a more cohesive approach between the various teams within the school.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Holmes school district has purchased services from Performance Matters and FOCUS for data source and management of the core, supplemental, and intensive supports in reading, mathematics, science, writing, and academic engagement.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be offered to faculty about MTSS, parents will be informed about MTSS through conferences, school website and notifications.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
JaLisa Brannon	Read 180 teacher
Nora Parish	5th grade reading
Gerald Layton	6th grade science, math and social studies
Jill Cook	6th grade language arts, grades 5-8 enrichment
Rhonda Joiner	7th grade reading
Terri Enfinger	8th grade reading
Matt Tate	Assisstant principal
Dawn Barone	Curriculum/Instructional Coach
Kyla Rushing	Media Specialist
Donald Etheridge	Principal

How the school-based LLT functions

The school-based LLT works to create a culture of literacy throughout our school. The team meets quarterly to review current research, identify the status of our school through data study, and to create school-wide initiatives to promote the culture of literacy. Members serve as a liaison to their departmental and grade level teams.

Major initiatives of the LLT

Major initiatives of the LLT will be to work closely to analyze previous years data and current progress monitoring data to identify targets that will lead to great student achievement. LLT will also work to increase the rigor of lessons and the complexity of texts used in all classes.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Literacy Leadership Team will collaborate with grade level and subject area team members to promote rigorous literacy implementation in every academic area. Team members will meet monthly with the intention of addressing reading improvements of students within the classroom, assessment data and incorporation of reading within each lesson. Professional development is continuously being provided for faculty focusing on reading in all content areas.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Each academic area incorporates real world application into each lesson. Content area teachers also encourage the investigation of career opportunities available within the various subject areas.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Every eighth grade student has a career education class in their curriculum, which includes attending a career fair. The guidance counselor is readily available for consultation and advising in course selections. Eighth grade students have the opportunity to visit the high school and meet with faculty and counselors to advise them in the transition from middle to high school.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	57%	No	69%
American Indian				
Asian				
Black/African American	57%	28%	No	61%
Hispanic	68%	50%	No	71%
White	67%	58%	No	70%
English language learners				
Students with disabilities	51%	32%	No	56%
Economically disadvantaged	59%	47%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	57%	60%
Students scoring at or above Achievement Level 4	157	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		82%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	277	57%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	29	53%	69%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	53	46%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		10%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	54%	No	64%
American Indian				
Asian				
Black/African American	53%	30%	No	58%
Hispanic	63%	50%	No	67%
White	60%	56%	No	64%
English language learners				
Students with disabilities	49%	28%	No	54%
Economically disadvantaged	53%	44%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	25%	30%
Students scoring at or above Achievement Level 4	91	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	280	57%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	55%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	25	22%	25%
Middle school performance on high school EOC and industry certifications	25	22%	25%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		5%
Students scoring at or above Achievement Level 4	23	92%	95%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	21%	30%
Students scoring at or above Achievement Level 4	21	16%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		95%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	16%	25%
Students scoring at or above Achievement Level 4	27	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		95%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	125	25%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	75	15%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	75	15%	25%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	15%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1		

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2		
Students retained, pursuant to s. 1008.25, F.S.	2		
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	28	6%	4%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	60	12%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	41	8%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

see our online parent involvement plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Bonifay Middle School students will reach our targets as indicated in our school improvement plan through more collaboration and data analysis.

Goals Detail

G1. Bonifay Middle School students will reach our targets as indicated in our school improvement plan through more collaboration and data analysis.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Bonifay Middle School faculty and administration, professional development opportunities provided through the district

Targeted Barriers to Achieving the Goal

- Implementing strategies that will meet the individual needs of students

Plan to Monitor Progress Toward the Goal

Data analysis meetings

Person or Persons Responsible

BMS faculty and departments

Target Dates or Schedule:

quarterly meetings

Evidence of Completion:

Data analysis

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Bonifay Middle School students will reach our targets as indicated in our school improvement plan through more collaboration and data analysis.

G1.B1 Implementing strategies that will meet the individual needs of students

G1.B1.S1 Faculty and administration will meet on a regular basis to analyze data from previous FCAT scores, DEA progress monitoring assessments, teacher observations and student performance to develop strategies that will improve student learning gains.

Action Step 1

Faculty, department and grade level meetings

Person or Persons Responsible

BMS faculty, administrators

Target Dates or Schedule

At least once a month

Evidence of Completion

Submission of meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Participation in meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of G1.B1.S1

BMS Leadership Team meetings

Person or Persons Responsible

BMS Leadership Team

Target Dates or Schedule

Quarterly meetings

Evidence of Completion

Meeting minutes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental educational services are provided through outside agencies to provide the essential additional remediation that is required for our struggling students. Funding is also utilized at our district level to provide professional development, family involvement, and technology needs. Title I, Part A works in coordination with Title I, Part D, Title II, Title III, and Title VI, Part B. Bonifay Middle School has a very low percentage of migrant students. Our school will work with the district office to ensure that services and support is provided to parents and students. Our district receives the funds for Title I, Part D and coordinates all services. These funds are utilized for neglected, delinquent and as-risk students. Title VI, Part B funds provide after school tutoring. Title X Homeless funds assist identified homeless students with school supplies, medical care and tutoring opportunities. Holmes District works in coordination with the Holmes County Health Department and CARE to provide education in nutrition and healthy lifestyle choices.

Appendix 2: Budget to Support School Improvement Goals