

Polk County Public Schools

Fort Meade Middle/Senior High School



2018-19 Schoolwide Improvement Plan

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Fort Meade Middle/Senior High School

700 EDGEWOOD DR N, Fort Meade, FL 33841

<http://schools.polk-fl.net/fmmshs>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

This plan is pending approval by the Polk 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.

The Mission of Fort Meade Middle Senior High is to promote academic and social success for all students.

Provide the school's vision statement.

The vision of Fort Meade Middle Senior High is to prepare students for college and career success.

School Leadership Team

Membership

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

Name	Title
Hardee, Amy	Principal
Dent, Jason	Assistant Principal
Mullis, Jennifer	Assistant Principal
Browning, Michelle	Assistant Principal
Cannon, Susan	Instructional Coach
Myers, Cynthia	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress.

The leadership team are also active members of instructional PLC's and the instructional coaches are primarily responsible for professional development, implementation of the coaching cycle, and leading collaborative planning among the content areas.

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	29	35	27	28	23	23	28	193
One or more suspensions	0	0	0	0	0	0	29	28	17	25	16	9	8	132
Course failure in ELA or Math	0	0	0	0	0	0	0	6	6	4	3	5	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	58	42	34	40	34	17	3	228

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	41	30	28	28	17	14	6	164

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	1	9	1	0	0	0	11
Retained Students: Previous Year(s)	0	0	0	0	0	0	50	33	40	43	22	13	28	229

Date this data was collected

Monday 7/2/2018

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	3	1	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Over age	0	0	0	0	0	0	8	7	11	5	6	3	1	41

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	0	0	3	3	2	0	8

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	3	1	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Over age	0	0	0	0	0	0	8	7	11	5	6	3	1	41

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	0	0	3	3	2	0	8

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?

8th grade science scores reveal 33% of students demonstrated proficiency on the State Science assessment, evidencing no growth from the previous year. In addition, when comparing students' ELA scores to science scores, of the 44 students scoring proficient (levels 3, 4, or 5) on the FSA ELA assessment, only 27 of those same students scored proficient on the 8th grade science assessment. In addition, only 33% of 6th graders scored proficient on the FSA ELA assessment.

Which data component showed the greatest decline from prior year?

According to trend data, our 6th grade FSA math proficiency rate declined 10% from the previous year. In 2017, 46% of students (then 5th graders) achieved proficiency on the FSA math while only 36% of those same students achieved proficiency in 2018 (as 6th graders.)

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

Our 6th and 7th grade ELA proficiency rates (33% and 40% respectively) fall well below the state average of 53%. In addition, 6th grade math proficiency rate of 34% is significantly lower than the state average of 58% and our 8th grade science proficiency rate of 33% is also below the state average of 52%.

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

Our Biology EOC scores showed a significant increase in percent proficient, 42% to 85%. In addition, middle school math scores showed improvements from 6th to 7th grade (21% to 60%) and 7th to 8th grade (34% to 47%) proficiency rates.

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

With regards to the Biology EOC, scheduling changes were made to ensure struggling readers were enrolled in Biology as 11th graders to allow more time for acquisition of reading skills. Students enrolled in intensive math courses who evidenced improvement were only scheduled out of intensive math after careful review of course grades (current and prior years) and state performance data from the past two years.

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	43%	46%	56%	40%	44%	52%
ELA Learning Gains	48%	47%	53%	50%	45%	46%
ELA Lowest 25th Percentile	37%	39%	44%	43%	37%	38%
Math Achievement	49%	44%	51%	37%	32%	43%
Math Learning Gains	62%	42%	48%	45%	31%	39%
Math Lowest 25th Percentile	61%	38%	45%	41%	35%	38%
Science Achievement	51%	65%	67%	38%	54%	65%
Social Studies Achievement	69%	63%	71%	63%	64%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	29 (0)	35 (0)	27 (0)	28 (0)	23 (0)	23 (0)	28 (0)	193 (0)
One or more suspensions	29 (0)	28 (0)	17 (0)	25 (0)	16 (0)	9 (0)	8 (0)	132 (0)
Course failure in ELA or Math	0 (0)	6 (0)	6 (0)	4 (5)	3 (3)	5 (1)	0 (0)	24 (9)
Level 1 on statewide assessment	58 (0)	42 (0)	34 (0)	40 (0)	34 (0)	17 (0)	3 (0)	228 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	33%	41%	-8%	52%	-19%
	2017	33%	45%	-12%	52%	-19%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	40%	42%	-2%	51%	-11%
	2017	36%	45%	-9%	52%	-16%
Same Grade Comparison		4%				
Cohort Comparison		7%				
08	2018	45%	49%	-4%	58%	-13%
	2017	32%	46%	-14%	55%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		13%				
Cohort Comparison		9%				
09	2018	44%	43%	1%	53%	-9%
	2017	43%	43%	0%	52%	-9%
Same Grade Comparison		1%				
Cohort Comparison		12%				
10	2018	53%	42%	11%	53%	0%
	2017	33%	40%	-7%	50%	-17%
Same Grade Comparison		20%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	34%	40%	-6%	52%	-18%
	2017	21%	39%	-18%	51%	-30%
Same Grade Comparison		13%				
Cohort Comparison						
07	2018	60%	40%	20%	54%	6%
	2017	34%	40%	-6%	53%	-19%
Same Grade Comparison		26%				
Cohort Comparison		39%				
08	2018	47%	34%	13%	45%	2%
	2017	37%	36%	1%	46%	-9%
Same Grade Comparison		10%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	33%	42%	-9%	50%	-17%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	59%	24%	65%	18%
2017	43%	51%	-8%	63%	-20%
Compare		40%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	79%	84%	-5%	71%	8%
2017	60%	62%	-2%	69%	-9%
Compare		19%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	57%	6%	68%	-5%
2017	44%	56%	-12%	67%	-23%
Compare		19%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	60%	10%	62%	8%
2017	48%	43%	5%	60%	-12%
Compare		22%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	43%	41%	2%	56%	-13%
2017	21%	34%	-13%	53%	-32%
Compare		22%			

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
SWD	15	26	24	21	44	47	18				
ELL	22	39	38	32	57	65	19	33		91	20
BLK	34	42	24	36	56	68	33	44		85	29
HSP	40	49	41	49	62	62	41	72	72	82	55
WHT	49	49	37	53	63	54	64	72	50	90	57
FRL	38	47	38	45	60	60	46	63	61	82	50
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
SWD	5	27	33	11	27	28	12	30		60	
ELL	14	32	30	13	21	24	7	32			
BLK	20	41	36	18	28	19	22	48		71	33
HSP	31	38	29	30	31	34	40	50	52	85	52
WHT	45	45	28	38	34	46	44	67	65	78	65
FRL	27	37	33	28	34	38	32	50	44	78	54

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

Title	Middle School Science
Rationale	Trend data evidences no improvement on the 8th grade state science assessment from 2017 to 2018. In addition, of the (44) 8th grade students demonstrating proficiency on the FSA ELA, only (21) of those students scored at the proficiency level on the science assessment.
Intended Outcome	In the spring of 2019, the number of students scoring proficient on the 8th grade state science assessment will increase by 10%, from (33) students to (43) students.
Point Person	Susan Cannon (susan.cannon@polk-fl.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Science standards will be unpacked at the onset of each lesson/unit. 2. Students will track individual progress regarding mastery of standards. 3. All science teachers will implement the High Five reading strategies emphasizing content area vocabulary and use of STEM questions. 4. Instructional coaches will provide professional development during the school day related to the development of STEM questions and use of High Five Strategies. Substitutes will be provided and funded through Title One. 5. Instructional coaches will model and assist with planning and instructional delivery for classroom teachers through the coaching cycle. 6. 8th grade science teachers will conduct a spiral review to ensure all middle schools standards are reviewed prior to the state science assessment. 7. Schedule observation/consultation with neighboring middle school science teacher(s) to align curriculum and discuss instructional strategies. 8. Research curriculum resources such as Kesler Science as well as the Middle Grades Toolkit provided by the FLDOE. 9. Credit Recovery/Tutoring will be provided after school for identified students. Teacher stipends will be funded through Title One.
Person Responsible	Michelle Browning (michelle.browning@polk-fl.net)

Plan to Monitor Effectiveness

Description	Effectiveness of implementation of the High Five reading strategies will be measured through classroom observation feedback. Student growth will be measured by the district quarterly assessments as well as individual tracking of learning targets.
Person Responsible	Michelle Browning (michelle.browning@polk-fl.net)

Activity #2	
Title	ELA Proficiency
Rationale	Our overall proficiency rate of students in grades 6-10 is (10) percentage points below the state average (43% as compared to 53%). Additionally, 6th and 7th grade ELA proficiency rates (33% and 40%, respectively) fall well below the state average of 53%.
Intended Outcome	By spring of 2019, the number of students scoring proficient on the FSA ELA assessment will increase by 10 percent, from (227) students to (280) students.
Point Person	Susan Cannon (susan.cannon@polk-fl.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Continue implementation of High Five reading strategies in Reading, Language Arts, and Social Studies. 2. Revise High Five reading strategies to include the use of graphic organizers and stem question(s) to step 4 and written responses to the stem question(s) in step 5. 3. Instructional coaches will provide professional development during the school related to the development of STEM questions and use of High Five Strategies. Substitutes will be provided through Title One funding. 4. Instructional coaches will model and assist with planning and instructional delivery for classroom teachers through the coaching cycle. Coach's salary will be provided through Title One funding. 5. Continue use of the Turnitin service to elicit meaningful writing in ELA classrooms with immediate feedback provided to students. Funding will be provided through Title One. 6. Continue Trendsetter program. Transportation of students will be funded through Title One. 7. Achieve 3000 training will be provided to all reading teachers during the month of August. Substitutes will be provided through Title One funding. 8. Credit Recovery/Tutoring will be provided after school for identified students. Teacher stipends will be funded through Title One. 9. Provide professional development regarding LSI, specifically focusing on target/task alignment. 10. Conduct daily rigor walks to monitor LSI implementation and provide teachers with coaching feedback.
Person Responsible	Michelle Browning (michelle.browning@polk-fl.net)

Plan to Monitor Effectiveness

Description	Effectiveness of implementation of the High Five reading strategies will be measured through classroom observation feedback. Student growth will be measured through progress monitoring data collected within Achieve 3000 and STAR.
Person Responsible	Amy Hardee (amy.hardee@polk-fl.net)

Activity #3	
Title	Middle School Math
Rationale	According to trend data, our 6th grade FSA math proficiency rate declined 10% from the previous year. In 2017, 46% of students (then 5th graders) achieved proficiency on the FSA math while only 34% of the same cohort achieved proficiency in 2018 (as 6th graders.) In addition, 6th grade math proficiency rate is significantly lower than the state average of 58%
Intended Outcome	In the spring of 2019, the percentage of students (from the same cohort in 2018) scoring proficient on the 6th grade FSA math assessment will equal or increase the percent proficient from the previous year. In the spring of 2019, the percentage of students (from the same cohort in 2018) scoring proficient on the 7th grade FSA math assessment will increase by 10% from the previous year. In the spring of 2019, the percentage of students (from the same cohort in 2018) scoring proficient on the 8th grade FSA math assessment will equal or increase the percent proficient from the previous year.
Point Person	Cynthia Myers (cynthia.myers@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Review curriculum pacing and map out instructional timeline at the beginning of the year. 2. Weekly collaborative planning with instructional coach to focus on unpacking standards, researching and aligning curriculum resources, and creating student tasks and instructional strategies aligned to the depth of the standards. 3. Instructional coaches will model and assist with planning and instructional delivery for classroom teachers through the coaching cycle. Coach's salary will be funded through Title One. 4. Teachers will track individual students' mastery of priority benchmarks. 5. Teachers will analyze student performance data for the purpose of differentiating instruction and providing tiered support to students in regular and intensive math courses. Substitutes will be funded through Title One. 6. Credit Recovery/Tutoring will be provided after school for identified students. Teacher stipends will be funded through Title One.
Person Responsible	Jason Dent (jason.dent@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Effectiveness of standards based instruction will be measured through classroom observation feedback. Student growth will be measured through progress monitoring data collected within Imagine Math, district quarterly assessments, and individual tracking of learning targets.
Person Responsible	Amy Hardee (amy.hardee@polk-fl.net)

Activity #4

Title	6th Grade Transitional Support
Rationale	Trend data reveals academic gaps in mathematics and reading for 6th grade students. In addition, (50) 6th graders received (168) office discipline referrals for the 2017-2018 school year, with (9) students earning (6) or more discipline referrals.
Intended Outcome	By spring of 2019, 6th grade students will evidence an increase in proficiency rates in ELA and mathematics as evidenced on the FSA. By spring of 2019, the number of 6th grade students with office discipline referrals will decrease by 30%.
Point Person	Jemalle Cornelius (jemalle.cornelius@polk-fl.net)

Action Step

Description	<ol style="list-style-type: none"> Sixth grade teachers will develop a grade level classroom management plan with incentives to motivate students' academic achievement and compliance with school-wide expectations. Implementation of monthly How Goes It (HGI) meetings to monitor student progress. Implementation of a binder system to facilitate students' organizational skills. Instructional coaches will model and assist with planning and instructional delivery for classroom teachers through the coaching cycle.
Person Responsible	Jason Dent (jason.dent@polk-fl.net)

Plan to Monitor Effectiveness

Description	Student discipline data will be reviewed monthly to determine effectiveness of the grade level classroom management plan and to create actions steps to respond to patterns and trends in student behavior.
Person Responsible	Amy Hardee (amy.hardee@polk-fl.net)

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, Â§ 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Fort Meade Middle Senior meets the social-emotional needs of all students through multiple levels of support. In the classroom, all students are exposed to character education that focuses on positive behaviors. For students who have greater needs, mentoring services are provided through a community partnership with local civic groups. This process identifies students who are headed down inappropriate paths and matches them with a strong community mentor. The mentors meet on a regular basis with students along with meeting with students when they encounter academic and discipline issues. Finally, our students with even greater needs receive support through the district student services including psychological support, disability support and career education.

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

In the spring of each school year, all incoming 6th grade families are invited to a transition night. During this event, students and parents gain information regarding Fort Meade Middle Senior High School programs and expectations. In addition, all 6th grade students are provided a student agenda and binder for organizational purposes. Monthly "How Goes It" meetings are scheduled throughout the school year to identify students struggling academically and/or behaviorally and develop appropriate interventions. Fort Meade Middle Senior also works with each cohort to ensure they are successful based on the state established criteria and student needs. This is done through work with our guidance department. Our school size allows us to have a guidance v. student ratio of 330 to 1, well below the state wide average. Our counselors work with students in the 6, 7, and 8 grades to ensure they understand the expectations they must meet to be successful. This includes a meeting at the beginning of the year, interim meetings with students as they arise, and a end of year meeting to prepare for the next grade level. The interim meetings occur based on data available including attendance, grades and discipline. Our counselors also complete the same process to ensure students are successful throughout high school and earning the credits required for high school graduation and university enrollment. Our administrative team also utilizes grade wide data to monitor trends and correct issues with instruction as needed. In addition, our administration regularly meets with students who are having difficulty with the transitions and often matches them to an appropriate mentor.

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.

The School based Leadership Team meets weekly to review school-wide, grade level, and teacher data to focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their

zoned school.

Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students..

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

College and career awareness is developed through our English courses and meetings with the counselors. Our English classes utilize writing assignments to allow students to explore career options including education requirements and salary ranges. Students are then offered the opportunity for shadowing different careers through our partnerships with businesses and industries. Students come away knowing the requirements for the careers in which they show interest. In addition, we hold parent meetings to discuss the requirements and expectations for students planning to attend college along with meetings that focus on the steps to apply for admission, secure financial aid and register for classes. Finally, we hold College help sessions for Juniors and Seniors who are working through the admissions process.

Part V: Budget

Total:	\$162,622.89
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