

Marion County Public Schools

# Hammett Bowen Jr. Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Hammett Bowen Jr. Elementary School

4397 SW 95TH ST, Ocala, FL 34476

[ no web address on file ]

### 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)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Marion 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.

At Hammett L. Bowen Jr. Elementary, our mission is to build a school that will focus on success; a school that celebrates diversity while strengthening the common thread that binds us. Hammett L. Bowen Jr. Elementary school will become a model for a strong school and community program dedicated to building the "whole child."

#### Provide the school's vision statement.

Hammett L. Bowen Jr. Elementary will provide an educationally rich environment where each individual of the school community is valued, respected, and encouraged to reach his/her fullest potential as a productive citizen.

### School Leadership Team

#### Membership

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

Name	Title
Crawford, Traci	Principal
Barton, Rebecca	Dean
Terrell, Tracy	School Counselor
Henry, Lindsay	Assistant Principal
Hodge, Sandra	School Counselor
Leilich, Steven	Assistant Principal
Boutwell, Sonia	Instructional Coach
Hunt, Brian	Instructional Coach

#### Duties

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

The principal is responsible for the overall operation of the school, ensuring it runs smoothly, remains safe, and provides a successful learning environment.

The assistant principal primarily focuses on the curriculum and instruction.

The student service manager (discipline) monitors and collects data for school discipline and facilitates the Positive Behavioral Interventions & Support Project (PBIS) system.

The school counselors (guidance) monitor the Multi-Tiered System of Supports (MTSS) process, attendance program, and provide emotional/social support services for students.

The Content Area Specialists (CAS) provide expertise and assistance in the areas of ELA/math/science, coaching and/or mentoring for identified staff, professional development, and/or assisting students.

The leadership team comprised of the members above, meets weekly to focus student instructional engagement and the progress of student achievement.

## 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	9	14	14	15	15	0	0	0	0	0	0	0	0	67
One or more suspensions	4	1	3	6	11	9	0	0	0	0	0	0	0	34
Course failure in ELA or Math	10	14	21	9	15	0	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	69	81	119	0	0	0	0	0	0	0	269

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	21	32	40	24	68	0	0	0	0	0	0	0	0	185

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	1	0	1	12	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	0	10	0	0	0	0	0	0	0	0	10

Date this data was collected

Thursday 8/16/2018

### 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	19	10	9	10	8	16	0	0	0	0	0	0	0	72
One or more suspensions	34	49	6	31	17	16	0	0	0	0	0	0	0	153
Course failure in ELA or Math	15	9	20	12	20	6	0	0	0	0	0	0	0	82
Level 1 on statewide assessment	0	0	0	48	77	108	0	0	0	0	0	0	0	233

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	39	28	33	33	40	55	0	0	0	0	0	0	0	228

#### 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	19	10	9	10	8	16	0	0	0	0	0	0	0	72	
One or more suspensions	34	49	6	31	17	16	0	0	0	0	0	0	0	153	
Course failure in ELA or Math	15	9	20	12	20	6	0	0	0	0	0	0	0	82	
Level 1 on statewide assessment	0	0	0	48	77	108	0	0	0	0	0	0	0	233	

##### 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	39	28	33	33	40	55	0	0	0	0	0	0	0	228

## 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?

The English Language Arts Learning Gains of the lowest 25% had the lowest performance. During school year 2016-2017 and 2015-2016 this component remained consistent at 49%. This level of performance is not a trend for our school.

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

The English Language Arts Learning Gains of the lowest 25% showed the greatest decline from the previous year.

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

The English Language Arts Learning Gains of the lowest 25% showed the greatest gap when compared to the state.

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

The Math Learning Gains of the lowest 25% showed the most improvement from the previous year. The overall score improved from 34% to 40%. This level of performance is not a trend for our school.

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

Our school implemented the iReady program which included the Instructional Upgrade and Toolbox online resources. The expectation was for our students to work with the program for 45 -minutes per week with teacher small group instruction.

### 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	49%	46%	56%	49%	47%	52%
ELA Learning Gains	43%	44%	55%	49%	49%	52%
ELA Lowest 25th Percentile	29%	37%	48%	49%	47%	46%
Math Achievement	50%	49%	62%	47%	48%	58%
Math Learning Gains	52%	46%	59%	46%	47%	58%
Math Lowest 25th Percentile	40%	35%	47%	35%	40%	46%
Science Achievement	52%	51%	55%	60%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9 (19)	14 (10)	14 (9)	15 (10)	15 (8)	0 (16)	67 (72)
One or more suspensions	4 (34)	1 (49)	3 (6)	6 (31)	11 (17)	9 (16)	34 (153)
Course failure in ELA or Math	10 (15)	14 (9)	21 (20)	9 (12)	15 (20)	0 (6)	69 (82)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	69 (48)	81 (77)	119 (108)	269 (233)

### 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
03	2018	59%	46%	13%	57%	2%
	2017	54%	50%	4%	58%	-4%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	44%	43%	1%	56%	-12%
	2017	52%	52%	0%	56%	-4%
Same Grade Comparison		-8%				
Cohort Comparison		-10%				
05	2018	44%	46%	-2%	55%	-11%
	2017	47%	47%	0%	53%	-6%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	48%	7%	62%	-7%
	2017	50%	48%	2%	62%	-12%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	46%	47%	-1%	62%	-16%
	2017	50%	55%	-5%	64%	-14%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
05	2018	48%	50%	-2%	61%	-13%
	2017	49%	45%	4%	57%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	51%	49%	2%	55%	-4%
	2017					
Cohort Comparison						

### 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	25	38	36	24	43	48	29				
ELL	27	30	22	33	40	41	15				
ASN	82			82							
BLK	43	38		39	44		54				
HSP	46	42	25	46	47	37	44				
MUL	57	57		52	57						
WHT	50	43	28	55	56	40	60				
FRL	42	41	29	44	49	41	51				
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	27	40	30	20	34	20	27				
ELL	21	52	54	29	27	20	20				
ASN	77			92							
BLK	55	56		41	58	55	47				
HSP	45	54	46	45	45	24	42				
MUL	56	20		69	40						
WHT	53	63	55	52	54	35	67				



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
FRL	42	52	50	44	54	43	39				

### 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>	Standards-based Instruction and Resources
<b>Rationale</b>	<p>There was a decrease in student performance based on the 2018 Florida Standards Assessment (FSA) data. Working together, the administration/leadership team and the teachers analyze and respond to the the data (lagging/leading). Only then can we determine the needs of professional development to support instructional delivery and acquire resources and services aligned to the standards to increase our student achievement. In addition, the classroom setting will exhibit an environment conducive to learning to promote student success through positive discipline and increase attendance.</p> <p>If we implement rigorous/relevant, standards-based instruction, the percentage of proficient scores in English Language Arts, mathematics, and science will increase in state assessed grade levels. In addition, there will be a decrease in discipline and an increase in attendance.</p>
<b>Intended Outcome</b>	<p>1. The overall percentage scores of Level 3, 4 and 5 in English Language Arts, mathematics, and science will increase. ELA 3rd 62% (+3%) 4th 50% (+6%) 5th 50% (+6%) Math 3rd 60% (+5%) 4th 51% (+5%) 5th 53% (+5%)</p> <p>2. One or more suspensions will decrease by 5%.</p> <p>3. Attendance below 90% will decrease by 5%.</p>
<b>Point Person</b>	Traci Crawford (traci.crawford@marion.k12.fl.us)
Action Step	
<b>Description</b>	<p>1. Teachers will have a 50-minute common planning time 5 days/week.</p> <p>2. Content Area Specialists (CAS) will be funded to provide the coaching model and professional development to teachers in ELA and math/science.</p> <p>3. The administration and content area specialists will work with the teachers on collaborative planning, PLC, and data dig meetings.</p> <p>4. Teachers will receive professional development to support planning, instructional delivery, and formative assessment that are aligned to the standards.</p> <p>5. Students will receive differentiated interventions 30 minutes/day, 5 days/week.</p> <p>6. DRA2 assessments data will help guide instruction in grades K-2. Teachers will receive guided reading materials to differentiate reading. Teachers will also use Learning A-Z resources to differentiate reading.</p> <p>7. iReady data from the Instructional Upgrade and Toolbox components will help guide instruction in grades K-5. Teachers will use Learning A-Z resources to differentiate reading.</p> <p>8. Students will receive standards based supplemental curriculum in ELA and Math.</p> <p>9. Additional support outside of the school day will be provided to targeted students in need.</p>

10. Funds will be allocated to purchase materials, human resources, and services aligned to the standards to support student achievement, school discipline and promote attendance.

11. The administration and the student service manager (SSM) will review, revise and monitor the school discipline program. The SSM will train the teachers as they implement the discipline program. Students will participate in a "boot camp" for school wide expectations.

12. The administration/leadership team and school social worker/assistant will review, revise and monitor the school attendance program.

**Person Responsible** Traci Crawford (traci.crawford@marion.k12.fl.us)

#### Plan to Monitor Effectiveness

**Description** Members of the administration/leadership team will collect and analyze various student data (iReady, DRA2, QSMA, CMSA, etc.) to ensure student performance. Results will provide information to guide professional development, the coaching cycle, and curricular support for teachers and paraprofessionals. Information (discipline/attendance data) will also be used to guide the school discipline and attendance programs.

**Person Responsible** Traci Crawford (traci.crawford@marion.k12.fl.us)

Activity #2	
<b>Title</b>	MTSS Focus There was an decrease in the overall student performance for learning gains based on the 2018 Florida Standards Assessment (FSA) data.
<b>Rationale</b>	<ol style="list-style-type: none"> <li>1. ELA learning gains dropped from 57% to 43%.</li> <li>2. Math learning gains increase from 51% to 52%.</li> <li>3. Science achievement dropped from 56% to 52%.</li> </ol>
<b>Intended Outcome</b>	<p>If the students are provided with immediate feedback and ongoing targeted support through specific interventions and enrichment with fidelity, the percentage of proficient scores in English Language Arts, mathematics, and science will increase in state assessed grade levels.</p> <ol style="list-style-type: none"> <li>1. ELA learning gains will increase by 6%.</li> <li>2. Math learning gains will increase by 5%.</li> <li>3. Science achievement will increase by 10%.</li> </ol>
<b>Point Person</b>	Lindsay Henry (lindsay.henry@marion.k12.fl.us)
<b>Action Step</b>	
	<ol style="list-style-type: none"> <li>1. The students will be assessed with the iReady, DRA2, and/or FLKRS diagnostic tools to get baseline data.</li> <li>2. The students will be progress monitored throughout the year.</li> <li>3. The administration/leadership team will work with the teachers on analyzing data to find trends and determine the best ways to support student learning.</li> <li>4. Students will receive differentiated small group instruction within core instruction.</li> </ol>
<b>Description</b>	<ol style="list-style-type: none"> <li>5. Students will receive differentiated interventions 30 minutes/day, 5 days/week during the MTSS block.</li> <li>6. Additional support outside of the school day will be provided to targeted students in need.</li> <li>7. The administration/leadership team and teachers will monitor the "watch" list of our lowest 25th percentile in ELA and mathematics.</li> <li>8. Funds will be allocated to purchase materials, human resources, and services aligned to the standards to support student achievement.</li> </ol>
<b>Person Responsible</b>	Traci Crawford (traci.crawford@marion.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Members of the administration/leadership team will monitor the assessment of students throughout the year. The results will identify students needs (trends, specific areas of weakness and support the selection of interventions). In addition, the results will provide information to guide instructional support (professional development, the coaching cycle, and curricular support for teachers and paraprofessionals).

**Person Responsible** Traci Crawford (traci.crawford@marion.k12.fl.us)

Activity #3	
<b>Title</b>	Family Engagement
<b>Rationale</b>	Each year Title I surveys the parents. Two hundred sixty-six parents responded to the Marion County Public Schools (MCPS) 2017-2018 10-question survey and provided 91 comments. Based on that information, there is a need to improve our parent and family engagement.
<b>Intended Outcome</b>	<p>If we develop more parent engagement opportunities to build relationships with the stakeholders (parents, families, and the community), then our overall family engagement will improve.</p> <p>The MCPS 2018-2019 survey responses will improve by 50%. The negative comments on communication will decrease by 10%.</p>
<b>Point Person</b>	Traci Crawford (traci.crawford@marion.k12.fl.us)
Action Step	
<b>Description</b>	<p>1. Teachers will schedule a minimum of one parent-teacher conference per semester during the year for each student. Two early release days will be used to schedule parent teacher meetings to provide flexible meeting times. Teachers will complete parent-teacher conference NCR forms during the conference. Forms will be archived with student records.</p> <p>2. The Hammett L. Bowen Jr. Elementary School administration and staff will host various events to promote our Parent and Family Engagement Plan. Events will include, but not be limited to orientation, open houses (K-2 &amp; 3-5), Math and Movement Night, Math and Geography Publix Night, Science Nights, etc. The activities are scheduled throughout the year and stakeholders will be vetted for participation. Our content area specialists will team with the administration to ensure these events are successful.</p> <p>3 The school will have multiple and flexible opportunities to build better relationships between school and home, by keeping parents better informed about their child's progress, and developing and/or monitoring a relevant plan for the student's future.</p> <p>4. Parents will have a better understanding of academic resources (iReady, additional support plan, 20-minute nightly reading, etc.) and be able to support students at school and home.</p> <p>5. Teachers will introduce and review the Title I School-Parent Compact. During the review potential plans can be developed to support the student to promote overall school success.</p>
<b>Person Responsible</b>	Lindsay Henry (lindsay.henry@marion.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>The assistant principal will collect parent-teacher conference forms.</p> <p>The leadership team will review survey results from the MCPS 2018-2019 survey.</p> <p>The leadership team will monitor the activities and events through feedback from the surveys.</p>
<b>Person Responsible</b>	Lindsay Henry (lindsay.henry@marion.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, 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.**

The administration and staff work to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students in a variety of ways. Please see some of the examples of how we build positive relationships.

Parents of Kindergarten students complete a survey to provide teachers with background knowledge to build a strong rapport.

Teachers are required to have a minimum of two parent-teacher conferences during year. At least one of the conferences has to be in person (face-to-face).

During the first few weeks of school, teachers implement "getting to know you" activities and focus on procedures to build a sense of community within the classroom.

The leadership team coordinates "getting to know you" activities for community members, the school's business partners and the staff.

Our parent and family activities (orientation, open house, etc.) also offer opportunities to promote engagement between the community, parents, and students.

#### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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 administration works with the school counselors, District contacts, and outside agencies to ensure the social-emotional needs of all students in a variety of ways. Site-based counseling support is available for students referred to the guidance office by the parent, by the teacher or by anyone working with children when they are struggling through social issues. Some students may also require intensive counseling services through outside agencies (physicians, courts, parent initiated, etc.). These services are may be provided during the school day. Anti-bullying processes and procedures are in place, are verbalized and advertised to staff, students, and parents. These processes and procedures occur as needed on a daily basis in the classroom, through guidance office and through the student service manager's office. Our school psychologist, social worker, and/or school counselor provides social skills training to students who have that accommodation need within their IEP goals. Students struggling with daily behavior issues may move to Tier 2 support on check in/check out systems overseen by the student service manager. Character education traits are a focus on the morning show and is the basis of the criteria for student of the month for that month.

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

MCPS provides an Exceptional Student Education Pre-K program at our schools for eligible 3 through 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

MCPS also provides a Summer VPK Program for all eligible Pre-K students. Our parents had the option of choosing one of ten sites to enroll their students in the VPK program.

Stagger Start is a District Initiative to assist students in transitioning into Kindergarten. The number of students who attend school during Stagger Start depends on the number of days the program will be implemented. The students are divided by the number of days. Small groups of students provide teachers with the opportunity to assess and transition students into Kindergarten. After the brief transition, all students report to school.

In addition to incoming students, out-going 5th graders are provided the opportunity to visit and learn about their transition from elementary to middle school. Students visit the middle school campus and meet with the key members of the staff that will help their transition. Students receive information concerning classes, school environment, enrichment and extra curricular activities. A guided tour of the campus is also included during this visitation.

**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 leadership team meets weekly to create, monitor and revise instructional support. During that time, we work to find school wide trends and make decisions in order to problem solve academic strategies or interventions needed to improve student achievement. We also focus on supporting and motivating the faculty and staff to do their best to provide engaging opportunities to improve our students' achievement through high effect-size strategies.

The leadership team identifies and aligns all available resources through coordinated services and programs. We review student data (lagging & leading) to determine the needs of the students, instructional staff, and parent engagement. To support our efforts, we use the 8-step problem solving process to identify goals, barriers, strategies, and activities that may provide the outcome. After the needs are determined, the administration allocates funding for resources and services to support curriculum, enhance professional development, and coordinate services for students and families. As the resources are delivered, a designee will maintain them (receive, label, distribute, collect, etc.). Teachers are also able to identify strengths and areas of improvement to ensure their instruction aligns to the standards.

Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.



As a K-5 school, we have an exploratory Career Day where representatives from many fields come and talk to students for career awareness.

Part V: Budget	
Total:	\$266,804.00