

Marion County Public Schools

# Osceola Middle School



## 2018-19 Schoolwide Improvement Plan

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## Osceola Middle School

526 SE TUSCAWILLA AVE, Ocala, FL 34471

[ no web address on file ]

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Middle School  
6-8

**2017-18 Title I School**

No

**2017-18 Economically  
Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

46%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white  
on Survey 2)

37%

### School Grades History

**Year**  
**Grade**

**2017-18**  
B

**2016-17**  
B

**2015-16**  
B

**2014-15**  
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.

The mission of Osceola Middle School, in partnership with the community, is to provide challenging, diversified curriculum to meet the individual needs of each student. Our goal is to provide a safe environment where students are expected to develop the integrity, social and life skills necessary to become productive citizens who contribute to a global society.

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

At Osceola, we strive to provide a school environment where differentiated instruction is provided to meet the needs of every student to the best of our ability. We will aim to provide an educational program that is academically challenging; our educational program engages each student by linking curricular content to previous knowledge and experience while remaining exciting enough to promote further exploration of new ideas. We will maximize our use of resources through collaborative partnerships with our community, our business and education partners. Osceola students will be prepared to pursue excellence for tomorrow's challenges.

### School Leadership Team

#### Membership

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

Name	Title
Schooley, Morgen	School Counselor
Collins, Stephanie	Assistant Principal
Koff, Matthew	Principal
Rowe, James	Assistant Principal
Smith, Stephanie	School Counselor
Price , Carrie	Dean
Prisciandaro, Stephanie	Teacher, K-12

#### Duties

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

The principal designs and implements a professional development plan which focuses on maximizing use of strategies to foster standards based instruction. Assistant principals work alongside the principal to teach and support the teachers as they work through implementing the best strategies possible in the classrooms. The administrative team is a consistent presence in the classroom by offering support and nonjudgmental feedback.

The members of the school based leadership team are all actively involved in the MTSS process. The principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. The assistant principals meet bi-monthly with school psychologist, social worker, behavior specialist, guidance counselors, and specific teachers at Problem Solving Meetings (PST) to re-visit data from students struggling at each Tier of instruction. Resources and interventions for struggling students (in both academic and behavior arenas) are

assigned and monitored at these PST meetings. Where appropriate direct instruction and computer software are utilized for both remediation and enrichment. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences

## 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	24	30	32	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	9	21	24	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	11	12	6	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	83	95	49	0	0	0	0	227

#### 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	103	111	120	0	0	0	0	334	

#### 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	0	1	0	0	0	0	1	
Retained Students: Previous Year(s)	0	0	0	0	0	0	10	12	8	0	0	0	0	30	

#### Date this data was collected

Tuesday 8/7/2018

### 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	14	29	28	0	0	0	0	71	
One or more suspensions	0	0	0	0	0	0	19	17	18	0	0	0	0	54	
Course failure in ELA or Math	0	0	0	0	0	0	2	12	42	0	0	0	0	56	
Level 1 on statewide assessment	0	0	0	0	0	0	76	93	61	0	0	0	0	230	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

#### 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	84	85	88	0	0	0	0	257

### 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	25	23	16	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	19	17	18	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	2	12	42	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	76	93	61	0	0	0	0	230
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	98	81	71	0	0	0	0	250

## 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?

Student learning gains in Language Arts declined from the previous year. In addition, ELA learning gains in the bottom twenty-five percent quartile declined from previous year data. Math learning gains remained the same, however in the bottom twenty five percentile, learning gains declined from previous year data. This data was a one year decline as prior year data showed an increase within these areas.

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

Math Learning gains of the bottom twenty-five percentile declined 6% from previous year data. More specifically, seventh grade math showed the greatest decline of 10% from the previous year, followed by eighth grade math which showed a 6% decline from previous year.

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

All data components met or exceeded the state average in proficiency. However, in both Math and ELA the bottom twenty-five percentile had a 4% gap from the state average.

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

Osceola improved the most in Middle School acceleration points increasing 14% from the previous year data. In the area of sixth grade Math, Osceola showed a 10% improvement from previous year data.

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

Osceola Middle School increased the number of students taking acceleration classes in the areas of Algebra 1 and Geometry. Allowing more students to take these acceleration classes in seventh and eighth grade challenged the higher performing students in the area of Mathematics. This increase in the number of students also allowed for another teacher to teach two sections of Algebra. This allowed for more collaboration and shared planning among the teachers.

In sixth grade Math, Osceola had the support and help from a Math content area specialist that helped support the math teachers by assisting during plan time, modeling lessons, and frequent classroom visits that allowed for positive non-evaluative feedback.

**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	62%	47%	53%	63%	44%	52%
ELA Learning Gains	55%	50%	54%	58%	46%	53%
ELA Lowest 25th Percentile	43%	45%	47%	42%	39%	45%
Math Achievement	65%	52%	58%	66%	47%	55%
Math Learning Gains	64%	61%	57%	63%	50%	55%
Math Lowest 25th Percentile	47%	52%	51%	52%	38%	47%
Science Achievement	65%	46%	52%	59%	45%	50%
Social Studies Achievement	77%	66%	72%	82%	58%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	24 (14)	30 (29)	32 (28)	86 (71)
One or more suspensions	9 (19)	21 (17)	24 (18)	54 (54)
Course failure in ELA or Math	11 (2)	12 (12)	6 (42)	29 (56)
Level 1 on statewide assessment	83 (76)	95 (93)	49 (61)	227 (230)

**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	62%	44%	18%	52%	10%
	2017	58%	44%	14%	52%	6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	58%	43%	15%	51%	7%
	2017	60%	42%	18%	52%	8%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
08	2018	64%	49%	15%	58%	6%
	2017	68%	48%	20%	55%	13%
Same Grade Comparison		-4%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	56%	42%	14%	52%	4%
	2017	46%	37%	9%	51%	-5%
Same Grade Comparison		10%				
Cohort Comparison						
07	2018	55%	49%	6%	54%	1%
	2017	65%	47%	18%	53%	12%
Same Grade Comparison		-10%				
Cohort Comparison		9%				
08	2018	58%	43%	15%	45%	13%
	2017	64%	43%	21%	46%	18%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	65%	46%	19%	50%	15%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					



CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	78%	64%	14%	71%	7%
2017	77%	64%	13%	69%	8%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	62%	38%
2017	100%	53%	47%	60%	40%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	54%	46%	56%	44%
2017	100%	48%	52%	53%	47%
Compare		0%			

## 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	45	41	35	47	34	24	44			
ELL	22	55	50	33	67	58		45			
ASN	78	47		83	78						
BLK	33	43	35	34	48	38	33	45	38		
HSP	50	53	54	57	64	50	59	82	46		
MUL	62	62	54	66	73	58		75			
WHT	71	58	44	73	67	53	73	83	65		
FRL	44	49	41	48	57	45	48	68	45		
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	13	28	26	26	51	52	17	46			
ELL	11	36	33	16	44	48					
ASN	70	61		74	72						
BLK	33	44	40	29	50	48	38	58	27		
HSP	55	53	27	58	62	54	55	74	43		

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
MUL	48	43		56	54		75		36		
WHT	72	66	55	74	69	58	76	87	51		
FRL	41	49	40	47	58	53	49	66	17		

### 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>	Language Arts and Math Learning Gains
<b>Rationale</b>	<p>During the 2017-2018 school year, OMS implemented a new inclusion model to mainstream more exceptional education students. Many of these students were also in the lowest quartile according to 2016-2017 assessment data.</p> <p>In Many cases mainstreamed teachers were not adequately prepared for the challenges of these students presented. As a result, Language Arts leaning gains declined from the previous school year and lagged against the state average. More specifically, students in the lowest quartile showed a three percent decline from the previous year. Proficiency rate in Language Arts continues to surpass the state average in, while learning gains in the same area continue to lag. Additionally, Math proficiency surpassed the state average, while math learning gains in the bottom quartile decreased by 6 percent from the previous year.</p>
<b>Intended Outcome</b>	<p>If teachers are versed in disaggregating student's individual language arts and math data using a variety of sources, then teachers can target individual student needs. Using this information, teachers will be able to differentiate their instruction.</p> <p>As a result of specific differentiated instruction, students will increase their learning gains. Specifically, overall learning gains in ELA will increase by 2% and the students in the Lowest 25th percentile will increase by 4%. In the area of Mathematics, learning gains in the Lowest 25th percentile will increase by 4% in SY2018-2019.</p>
<b>Point Person</b>	Stephanie Collins (stephanie.collins@marion.k12.fl.us)
Action Step	
<b>Description</b>	<p>Schedule monthly Team Leader meetings to problem solve trend data.</p> <p>Schedule once a month collaborative planning meeting to focus on analyzing student data. Using data from i-Ready, QSMAs, and formative assessments.</p> <p>Schedule once a month collaborative planning to focus on lesson planning that will both enrich and re-mediate students.</p> <p>Weekly walk-throughs by administration or content area specialists with targeted feedback.</p>
<b>Person Responsible</b>	Matthew Koff (matthew.koff@marion.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Instructional data from walk-throughs including informal admin notes will be reviewed by admin team.</p> <p>Data will be collected and reviewed from i-Ready, Quarterly Standards Mastery Assessments by admin team.</p>
<b>Person Responsible</b>	Matthew Koff (matthew.koff@marion.k12.fl.us)

Activity #2	
<b>Title</b>	Real World Learning Outcomes
<b>Rationale</b>	Students often do not understand the real world relevancy of the standards being taught. When asked about the what you are learning and the why you are learning this content, students often cannot articulate the purpose and relevancy of the content being learned.
<b>Intended Outcome</b>	If teachers have a structured format to frame the lesson and have purposeful discussion about the purpose of the content being taught, students achievement will increase. For the 2018-2019 school year, Osceola will score at least 554 points on the school grade report card moving Osceola Middle School to an "A" as their final school grade.
<b>Point Person</b>	Matthew Koff (matthew.koff@marion.k12.fl.us)
Action Step	
<b>Description</b>	School Wide Common Board Displays Common Board training for new teachers Weekly Walkthroughs with targeted teacher feedback
<b>Person Responsible</b>	Stephanie Collins (stephanie.collins@marion.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Instructional data from walk-throughs including informal admin notes will be reviewed by admin team. Data will be collected and reviewed from i-Ready, Quarterly Standards Mastery Assessments by admin team.
<b>Person Responsible</b>	Matthew Koff (matthew.koff@marion.k12.fl.us)

Activity #3	
<b>Title</b>	Planning for Differentiation
<b>Rationale</b>	Learning Gains have declined from the previous year. Learning gains can be increased by enrichment for higher performing students who have already met proficiency or achieved a level 4 or 5 on the Florida Standards Assessment. Students who have not met proficiency need immediate remediation using formative assessment data collected by the classroom teacher.
<b>Intended Outcome</b>	If teachers are utilizing appropriate differentiation in their classroom instruction, then student achievement will increase. In the 2018-2019 school year learning gains in ELA will increase by 2% and the students in the Lowest 25th percentile will increase by 4%. In the area of Mathematics, learning gains in the Lowest 25th percentile will increase by 4% from previous year data..
<b>Point Person</b>	Stephanie Collins (stephanie.collins@marion.k12.fl.us)
Action Step	
<b>Description</b>	Lesson Plans will include differentiation strategies. Best Practices incorporated into faculty meetings and individual feedback sessions using Teach Like A Champion 2.0 as a resource.
<b>Person Responsible</b>	Stephanie Collins (stephanie.collins@marion.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Review of lesson plans during informal classroom visits and through the formal observation process. Walk-throughs and targeted feedback to teachers.
<b>Person Responsible</b>	Stephanie Collins (stephanie.collins@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.**

Parents are encouraged to participate in their child's education through membership in our Parent Teacher Organization (PTO). The PTO sponsors several activities designed to unite all stakeholders in activities for the betterment of the school. Our School Advisory Committee (SAC) is another avenue for parent participation in shaping the way business is conducted at OMS. We have an extensive number of well published opportunities for parent volunteers to take an active role in the day to day operations of the school.

New parents are first exposed to the school through a series of orientation meetings that offer information and address questions or concerns. We use both the district automated phone calling system and SchoolWay, which is a texting app, as avenues for parent communications. Additionally we

send home newsletters both quarterly and during the summer months to keep parents up to date and informed about school business. Our school website is updated regularly, as well as teacher web pages.

Parents are also invited on campus for Awards Assemblies, Honor Society Inductions, musical performances, and other special events.

#### **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.**

Students are encouraged to complete a counseling request form if they have any type of social, emotional, or academic concerns that they need help with. Counselors refer to outside agencies if the student's needs are more extensive. Teachers often refer students to Guidance for assistance when they sense that a student is in distress. Counselors attend parent/teacher conferences to be a resource for any social/emotional issues that may need attention. Counselors also provide small group counseling services when several students are targeted with a specific need. Our guidance counselors also sponsor a club called Chief's Circle whose mission is to eradicate bullying behaviors and explore avenues for positive social outlet on campus.

Students who are identified by their teachers as epitomizing our 12 Guiding Principles may be awarded a Golden Binder. These Golden Binder students carry these golden binders and are easily identifiable to other students as campus leaders. The first quarter of the school year, our Golden Binder students are trained by our guidance counselors to provide anti-bullying lessons to new 6th grade students. Golden Binder students eat lunch with new 6th graders at which time the anti-bullying lessons are provided, and mentoring relationships are formed.

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

Guidance counselors visit every 6th grade elective and reading class to initiate discussions centered around career planning. Goal setting is a major component of the AIM/ PBS program. The goal setting unit follows closely behind the guidance counselor visits.

Guidance Counselors visit classes again in the 8th grade to have more in depth conversations with students about career planning and the relationship to course selection in high school.

Agriculture, Technology, Culinary, and Health Occupations also bring professionals from their specific fields into the classroom to speak to students about careers.

New students are first exposed to the school through a series of orientation meetings that offer information and address questions or concerns. We use both Skylert, a phone calling system and SchoolWay, a texting app as avenues for parent communications. We also use our OMS Twitter account to send positive messages and helpful reminders. Additionally we send home newsletters both quarterly and during the summer months to keep parents informed about school business.

Transitioning 8th grade students are permitted the opportunity in the spring to meet counselors and Assistant Principals from their zoned high school. During this time students are counseled about high school course offerings and are allowed to register for classes.

**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 consistently monitors student achievement data and provides intervention strategies to teachers, for students, as needed. Progress is monitored and interventions adjusted based upon student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations regarding student growth, and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocational Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School. School Resource Officer (SRO) teaches DARE program to students in intensive math and reading classes, since classes contain the large majority of OMS students both in the bottom quartile for academic performance as well as those exhibiting one or more early warning system indicator.

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

N/A

**Part V: Budget**

**Total:**

**\$400.00**