

Miami-Dade County Public Schools

C. G. Bethel High School



2018-19 Schoolwide Improvement Plan

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C. G. Bethel High School

16150 NE 17TH AVE, North Miami Beach, FL 33162

www.cgbethelhs.com

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2017-18 Title I School</p> <p style="text-align: center;">No</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">30%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

<p>Year</p> <p>Grade</p>	<p>2012-13</p>	<p>2011-12</p>
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School Board Approval

This plan is pending approval by the Dade 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 C.G. Bethel High School is to provide students who have dropped out of school or may be at-risk of dropping out of school with an alternate path to high school graduation. Through an innovative, self-paced, contemporary, and individualized instructional program, this specialized school enhances each student's ability to access and succeed in institutions of higher education, the 21st century workforce and/or military service. The overarching goal of C.G. Bethel H.S. is to not only "Motivate, Educate, and Graduate" its students, but to cultivate lifelong learners who are prepared for life educationally, technologically, economically, and socially.

Provide the school's vision statement.

C.G. Bethel High School is founded on the belief that, given the necessary resources and opportunities, every student has the potential to advance in life through education and to realize his/her dreams of self-sufficiency and success. Students are afforded the opportunity to re-engage in learning via a competency-based alternative high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended-learning opportunities that take advantage of technological opportunities for lifelong learning. Further, by providing students a high quality, challenging education with rigorous and relevant curricula, students will be equipped to make valuable and productive contributions to the community.

School Leadership Team

Membership

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

Name	Title
Madrigal, Alejandro	Principal
Mcduffie, Dewana	School Counselor
Perez, Sophie	Assistant Principal
Thompson, Heather	Instructional Coach

Duties

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

The School Leadership Team works as a collective group to ensure the safe and efficient operations of C.G. Bethel H.S.. The team meets on a regular basis to analyze data and gathers information to develop the goals and objectives for the current School Improvement Plan. The team ensures that intervention strategies and programs determined to be effective in increasing student achievement are implemented across the school to meet the stated objectives. The roles and responsibilities of the members are further detailed below.

Bethel's Principal, Alejandro Madrigal, is an instructional leader who sustains a shared vision for the students' academic achievement. He ensures rigorous, standards-based instruction. He supports continuous professional development opportunities for all teachers. As the school leader, he oversees school wide safety and efficient operations. He is in constant communication and collaboration with

the surrounding community and its stakeholders.

The Assistant Principal, Sophie Perez, is an instructional leader who assists and supports all of the principal's initiatives and duties. Her key responsibilities include oversight of student discipline, Rtl process, differentiated instruction, state assessments, common planning, and facilities management. She also assists in the design and implementation of a comprehensive progress monitoring system which includes data collection and data analysis.

The Instructional Coach, Heather Thompson, collaborates with teachers on differentiated, research based instructional practices. Ms. Thompson and teachers meet weekly during Professional Learning Communities (PLC) to support the design of differentiated instruction for level 1 and 2 reading groups, text based writing, math interventions, and the extended reading hour. She also provides professional development on best instructional practices and classroom coaching in Reading Plus, Edge, and the Collins Writing Approach. She supports the teachers in locating and using instructional materials that support best practices.

The Academic Adviser, Dewanna McDuffie, oversees the PBS and mentoring programs. She is the lead team leader on all behavior support, documentation, and referrals. She ensures the Code of Conduct is communicated to students and parents during the orientation process and throughout the year. She assists the school administration with the Parent Involvement and Safe School Plan initiatives. In addition, she provides guidance services to address the social and emotional needs of students.

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	0	0	0	5	65	105	221	396
One or more suspensions	0	0	0	0	0	0	0	0	0	3	35	92	200	330
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	56	89	195	345
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	5	68	97	220	390

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	5	72	110	233	420

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	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 8/29/2018

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	5	65	105	221	396
One or more suspensions	0	0	0	0	0	0	0	0	0	3	35	92	200	330
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	56	89	195	345
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	5	68	97	220	390

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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	5	72	110	233	420

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	5	65	105	221	396
One or more suspensions	0	0	0	0	0	0	0	0	0	3	35	92	200	330
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	56	89	195	345
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	5	68	97	220	390

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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	5	72	110	233	420

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?

Students did not meet the target goal of 50 points in Math to earn the required points on the School Improvement Rating. No it is not a trend, in the years prior our students performed better in Math than in ELA.

Which data component showed the greatest decline from prior year?

Our school Improvement rating indicated that we had a decline in Math.

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

In comparison of other schools similar to ours on State's School Improvement Rating system showed that we are on mean when it relates to the rating system. C.G. Bethel High School has earned a maintaining the previous two school years.

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

Students showed the most improvement in English Language Arts. Yes it is a trend we have seen steady growth in ELA by focusing on the RTI process. We have Identified student deficiencies and grouped students accordingly, and provided direct instruction classes to all students needing to meet proficiency in the FSA ELA assessment

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

C.G.Bethel High School shifted to a data-driven approach to differentiated instruction in order to meet the diverse needs of its students. Within the first few weeks of enrollment to the school, students are given baseline assessments in Reading, Math, and Writing. The data provided from these assessments is used to develop individual learning plans based on specific needs. Students then meet with the Reading Coach, Academic Adviser, and Classroom Teachers to participate in a data chat where they are informed about their levels of proficiency in literacy (Reading and Writing) and numeracy (mathematics). Students also receive information on academic areas that require remediation, and they are provided with a schedule for direct instruction. After analysis, students are grouped according to benchmark deficiencies. Students are then required to attend direct instruction classes as well as an additional hour of reading instruction above and beyond their regular schedule. The additional hour reading block during each session is also used for reading interventions to assist students having difficulty attaining proficiency or advanced levels on state assessments. In addition to the extra hour, students are provided with supplemental learning programs such as Reading Plus and Edge.

To monitor student progress, teachers administer formative assessments to track students' growth at specific checkpoints within the curriculum. In addition, assumptive assessments are given at the end of curriculum unit to track student achievement relative to the standards-based learning goal. The leadership team meets bi-weekly to review, discuss, and take action on current student data. Direct instruction schedules are modified based on student data. For example, if students display proficiency on an assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency remain in small groups during intervention. In addition, if students display deficits, the instructional plan is modified to address foundation learning targets.

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	0%	59%	56%	0%	55%	52%
ELA Learning Gains	0%	56%	53%	0%	50%	46%
ELA Lowest 25th Percentile	0%	51%	44%	0%	46%	38%
Math Achievement	0%	51%	51%	0%	39%	43%
Math Learning Gains	0%	50%	48%	0%	39%	39%
Math Lowest 25th Percentile	0%	51%	45%	0%	40%	38%
Science Achievement	0%	65%	67%	0%	62%	65%
Social Studies Achievement	0%	73%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	5 (5)	65 (65)	105 (105)	221 (221)	396 (396)
One or more suspensions	3 (3)	35 (35)	92 (92)	200 (200)	330 (330)
Course failure in ELA or Math	5 (5)	56 (56)	89 (89)	195 (195)	345 (345)
Level 1 on statewide assessment	5 (5)	68 (68)	97 (97)	220 (220)	390 (390)

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
09	2018	0%	54%	-54%	53%	-53%
	2017	0%	52%	-52%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	7%	54%	-47%	53%	-46%
	2017	11%	50%	-39%	50%	-39%
Same Grade Comparison		-4%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	22%	65%	-43%	65%	-43%
2017	6%	62%	-56%	63%	-57%
Compare		16%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	12%	67%	-55%	68%	-56%
2017	12%	65%	-53%	67%	-55%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	59%	-59%	62%	-62%
2017	0%	58%	-58%	60%	-60%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	2%	54%	-52%	56%	-54%
2017	2%	48%	-46%	53%	-51%
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
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

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 C.G. Bethel High School will increase the daily student attendance

The unique student body at C.G. Bethel High School encounters many obstacles that hinder their ability to attend school on a daily basis. However, school data has indicated that students with daily attendance percentages that are above 70% have increased the probability of earning their High School Diploma and completing courses that would bring them back up to date with their Co-Hort.

Rationale Increased attendance will lead to improved student performance. Close monitoring of attendance and communication with the student's home should increase parental awareness of students' attendance. Daily phone contacts encourage students to attend school. Home visits helps the school become more involved with the family and provide support as needed.

Intended Outcome The goal is for the school to achieve 70% or better daily percentage rate for the school year.

An increase in student attendance, decrease in tardies, increased student participation in their academics to improve their skills and increase their state assessment levels and scores on the concordant tests for reading and math

Point Person Alejandro Madrigal (amadrigal2@dadeschools.net)

Action Step

Hired a truancy officer that oversees and monitors student attendance. Actively participate in Miami-Dade Schools Truancy Intervention Plan. Homeroom teachers are required to call parents after every absence. Students with excessive absences will be placed on an attendance contract, that would require them to meet attendance goals.

Description Based on the Attendance SOP,C.G. Bethel H.S. will monitor students daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences. Parentlink will be used to contact students who miss school on a daily basis. Phone calls will be made as well by staff on a daily basis and logged to monitor attendance. Students will actively participate in the mentoring program at the school. The school provides life skills and academic mentoring multiple times a month in order to improve the skills of the students and encourage successful development to become productive citizens. Mentoring focuses on the students needs and includes data chats, ACT/SAT registration, reading/writing/ research, and involves community partners and experiences that would not have been available to them outside of the school. Students will attend Direct Instruction for Reading and Math to increase their skill level, confidence, and ability.

Person Responsible Alejandro Madrigal (amadrigal2@dadeschools.net)

Plan to Monitor Effectiveness

Description The school leadership will have access to a dashboard that will allow them to monitor students attendance trends. The effectiveness of the plan will be determine by the outcome of student and school daily attendance percentages. Student attendance will be monitored daily. If a student becomes truant, the school will arrange a truancy meeting with the parent/guardian to discuss a plan of supporting from the

school and a 3rd party vendor via the districts truancy program. The school will monitor the contact logs and the student information systems (Maestro & DSIS) for updated information as well as randomly verify student phone numbers and addresses to increase the accuracy of our students' contact information. Documentation of parents-administrative interviews, parent -Teacher conferences, and participation in school based activities.

1. Weekly monitoring of student attendance
2. Survey students to determine if efforts are effective
3. Successful implementation will increase attendance rate
4. Unsuccessful implementation will not increase attendance and RTI team and Leadership team will work together to outline a new plan

Person Responsible Alejandro Madrigal (amadrigal2@dadeschools.net)

Activity #2	
Title	Increase student achievement by improving core instruction in all content areas.
Rationale	<p>Increased instructional time with students building foundation skills in reading (direct instruction program) will help increase each students skills in order to increase proficiency.</p> <p>By focusing on the benchmarks from the assessments, students increase their knowledge on tested areas to help increase performance and skills. Classroom teacher ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students more instructional opportunities both at the school and at home to increase skill building and proficiency.</p>
Intended Outcome	<p>A focused instructional team that is informed through data, and routinized in developing strategic plans for improving achievement.</p> <p>With the increased instructional time for students that have not earned a proficient score level on state assessments or a concordant score on the SAT, ACT, or PERT, the school hopes to see increased scores for these students on the state assessments. The school will be satisfied with students that increase through the levels (level 1 low-mid-high, level 2 low-high for FSA ELA and Math), to level 3 proficiency status, or earning a concordant score in Reading/Math on the SAT/ACT/PERT.</p>
Point Person	Sophie Perez (sperez@mavericksineducation.com)
Action Step	
Description	<p>Implementing a cycle of improvement, encourage teacher input in the decision making process.</p> <p>Provide Professional development opportunities for ELA, Reading, and Math Teachers in area of data analysis and interpretation, in order to Identify student deficiencies and group students accordingly. Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, &Edge) understanding program produced reports, and program interactions. All students that have not reached proficiency status in Reading and Math (Algebra 1) will attend direct instruction programs in the required subject area(s) of deficiency.</p>
Person Responsible	Sophie Perez (sperez@mavericksineducation.com)
Plan to Monitor Effectiveness	
Description	<p>Increase student engagement and achievement in all core courses.</p> <p>In order to monitor effectiveness, the school will collect and review all district and state testing data available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline.</p> <p>Review course completions and APEX course work for students enrolled Intensive Reading and Algebra 1 courses. Review classroom walk-through to determine use of PD knowledge in classroom instruction.</p>

Person Responsible Sophie Perez (sperez@mavericksineducation.com)

Activity #3

Title C.G. Bethel High School will increase the number of parents that take an active role in the academic and social progress of their students.

Rationale Parental involvement is essential for student success. Therefore it is of the utmost importance to increase the level of involvement to maximize our students chances to to excel in school.

Intended Outcome Increase the level of Parental involvement.
 See increased parent participation in their child's education by participating in parent-teacher conferences, parent-administrator conferences, and school events.

Point Person Dewana Mcduffie (dmcduffie@cgbethelhs.com)

Action Step

Maintain open lines of communication with parents in order to facilitate a better relationship between parents and the school. Provide flexible scheduling so parents are able to visit the campus at their convenience. Maintain an open door policy so parents feel comfortable and welcomed to visit the campus. Invite parents to on campus events so parents feel like they are part of the school community.

Description Maintain an informative social media campaign that provides information on events and happenings at the school. Staff will contact the parents of students who are absent daily and who also miss 3, 5, & 10 consecutive days of school. During parental involvement events and parent conferences, the school will request that the parents review their contact information system from Maestro and update and contact information (phone number, address, etc.).

Person Responsible Dewana Mcduffie (dmcduffie@cgbethelhs.com)

Plan to Monitor Effectiveness

Parental Involvement activity sign in sheets

1. Staff meetings
2. Data chats
3. Parent/student surveys
4. EESAC

Description Documentation of parent conferences with teacher and administrators. Sign in sheets of parent participation in school events or activities.

Person Responsible Dewana Mcduffie (dmcduffie@cgbethelhs.com)

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.

At C.G.Bethel, school leaders and staff seek multiple avenues to increase parental involvement in school-based activities and programs. Administration, instructional and support staff members maintain open lines of communication through several methods: E-mail, Telephone, and Home Visits. Once students are enrolled in the school, parents are provided with a user name and password to gain access to monitor their child's grade information and academic progress. In addition, the school's open door policy provides the necessary flexibility which allows parents the opportunity to visit with school personnel at their convenience. Public announcements of governing board and SAC meetings are posted at the school site as well as on the District and school webpages. The meetings are open to the public. Flyers and notices to notify parents of additional school events and functions are sent home as well.

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.

It is the philosophy of school leaders and staff to create a positive learning environment in order to encourage the social and emotional well-being of the students the school serves. The unique student body requires school leaders to incorporate a mentoring program that ensures focused tracking and monitoring of students' academic and social needs. Students and mentors are required to meet, at minimum, once a week. In the weekly mentoring sessions, students and mentors address multiple situations that may interrupt academic progress. Students are referred to support service providers, or a qualified professional, depending on the situation. An added component to the student-mentor program is that a guidance counselor is available to all students if counseling is needed. The guidance counselor works with teachers to identify and request services in order to meet the needs of students. C.G.Bethel H.S. has established partnerships with community resources and secured support in order to provide additional interventions designed to identify the root of the problems. The school has enjoyed tremendous success in reaching students and ensuring that their needs are being met.

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

N/A

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 RTI leadership team review the students that have been referred by the collaborative problem solving team during the school year. The group determines trends and data for those students and reviews intervention programs in place to determine their effectiveness. As a result of this analysis,

information gathered will be used to develop the goals and objective for the current school improvement plan. Intervention strategies and programs determined to be effective in increasing student achievement will be utilized across the school to meet those stated objectives

Individuals involved:

Principal
Assistant Principal
Academic Advisor
Family Coordinator
ESOL teacher
ESE Specialist
Reading Coach

Title I

Part A: C.G. Bethel will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. We identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Part C: Migrant

Part D
Title II

Title III

Are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process).

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless

students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

Supplemental Academic Instruction (SAI):

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

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

All students who attend C.G. Bethel High develop a Post-Secondary Readiness Plan which prepares students for life after high school graduation. The plan includes the necessary actions students must complete if they plan to attend a two or four year college, enlist in the military, or seek employment. The students also meet with their assigned mentors on a weekly basis to discuss academic success, work study skill development, social emotional well-being and self-sufficiency skills. Business partners and community representatives visit the school to participate as guest speakers to support students throughout the process. Students are introduced and trained in the use of FACTS.ORG and the workings of FDIC as well.

Part V: Budget

Total:	\$31,500.00
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