Suwannee High School

2019-20 Schoolwide Improvement Plan

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Suwannee High School

1314 PINE AVE SW, Live Oak, FL 32064

shs.suwannee.k12.fl.us

Demographics

Principal: Carl Manna

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (55%) 2016-17: B (54%) 2015-16: C (49%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Suwannee County School Board on 8/27/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Suwannee High School will create and maintain a safe learning environment. We will encourage the support of community members to promote positive interactions with parents and students that leads to the highest level of success for all.

Provide the school's vision statement.

Suwannee High School will work collaboratively ensuring that all students will learn by meeting the academic standards set by the Florida Department of Education and the US Department of Education.

Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Boggus, Tammy	Assistant Principal	Curriculum Coordinator and all other duties as assigned
Marshall, Audrey	Teacher, K-12	
Tuvell, Kimberly	Teacher, K-12	
Aul, Nancy	Instructional Media	
Gray, Ronnie	Principal	
Aukerman, Doug	Teacher, K-12	
Wiggins, Cindy	School Counselor	
Burt, Tamara	Teacher, K-12	
Hendry, Amy	Teacher, K-12	
Bromley, Kate	Teacher, ESE	
Morgan, Stephen	Teacher, K-12	
Caldwell, Gary	Assistant Principal	
Roberts, Melanie	Teacher, K-12	
Bius, Katrina	Assistant Principal	Career Themed Education, Graduation, Attendance, and all other duties as assigned

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	303	294	243	268	1108
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	35	44	48	74	201
One or more suspensions	0	0	0	0	0	0	0	0	0	123	67	71	54	315
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	35	67	35	53	190
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	97	88	85	80	350

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	84	74	69	74	301

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
59

Date this data was collected or last updated
Tuesday 7/23/2019

Prior Year - 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	50	48	41	52	191
One or more suspensions	0	0	0	0	0	0	0	0	0	23	19	12	7	61
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	91	57	64	16	228
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	106	87	100	36	329

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	77	57	56	19	209

Prior Year - 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	50	48	41	52	191
One or more suspensions	0	0	0	0	0	0	0	0	0	23	19	12	7	61
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	91	57	64	16	228
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	106	87	100	36	329

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	77	57	56	19	209

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	50%	56%	42%	42%	53%
ELA Learning Gains	49%	49%	51%	45%	45%	49%
ELA Lowest 25th Percentile	42%	42%	42%	38%	38%	41%
Math Achievement	46%	46%	51%	40%	40%	49%
Math Learning Gains	43%	43%	48%	39%	39%	44%
Math Lowest 25th Percentile	41%	41%	45%	38%	38%	39%
Science Achievement	63%	63%	68%	66%	66%	65%
Social Studies Achievement	63%	63%	73%	70%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	303 (0)	294 (0)	243 (0)	268 (0)	1108 (0)
Attendance below 90 percent	35 (50)	44 (48)	48 (41)	74 (52)	201 (191)
One or more suspensions	123 (23)	67 (19)	71 (12)	54 (7)	315 (61)
Course failure in ELA or Math	35 (91)	67 (57)	35 (64)	53 (16)	190 (228)
Level 1 on statewide assessment	97 (106)	88 (87)	85 (100)	80 (36)	350 (329)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	45%	47%	-2%	55%	-10%
	2018	46%	45%	1%	53%	-7%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	53%	51%	2%	53%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	48%	44%	4%	53%	-5%
Same Grade Comparison		5%				
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
2019	65%	66%	-1%	67%	-2%
2018	67%	64%	3%	65%	2%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	64%	4%	70%	-2%
2018	66%	64%	2%	68%	-2%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	44%	-22%	61%	-39%
2018	26%	45%	-19%	62%	-36%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	59%	0%	57%	2%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	45%	47%	-2%	56%	-11%
Compare		14%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	29	38	15	28	29	19	25		100	30
ELL	10	35	40	26	60		20				
BLK	26	41	37	22	44	43	45	42		95	50
HSP	52	50	41	40	37	31	66	60		100	64
MUL	27	45		38				50			
WHT	56	51	44	54	44	40	69	73		98	76
FRL	38	45	43	36	37	43	49	57		98	67
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	19	34	22	17	31	33	33	18		75	15
ELL	10	36	25	13	31						
BLK	24	35	22	27	32	24	45	47		94	53
HSP	42	54	48	38	44	47	61	52		100	63
MUL	38	69									
WHT	56	53	39	45	49	50	80	77		93	72
FRL	42	48	34	35	38	36	63	63		96	58
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	6	17	14	5	22	29	23	34		73	38
ELL	5	27	46	32	36		8				
BLK	23	37	31	19	26	43	45	43		87	29
HSP	34	39	43	32	31	34	53	62		89	41
MUL	17	18		37	36					100	83
WHT	52	52	38	48	45	41	77	78		94	75
FRL	31	37	33	32	29	25	60	67		89	56

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	623
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is the Math lowest 25th percentile. Growth for the lowest percentile is at 41% which was an increase by 3% from the prior school year. Also, overall Math learning gains were at 43% for the 18-19 school year. At this point, there is no data to support a trend in student growth.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science achievement declined from 68% in 17-18 to 63% in 18-19. One factor that contributed to this decline was that a large number of FSAA Biology tests were given. Although these students were successful it still negatively impacted the scored by approximately 2%. So, in some ways this decline can be misleading without providing a deeper explanation. Point of fact, 42% of the students that were administered the FSAA Biology tests scored proficient.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

At the time of preparation of this document the state data was not accessible.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA bottom quartile increased from 35% to 42% for a 7% increase in number of students making growth/learning gains. Math achievement increased from 39% to 46% for an increase of 7% in the number of students scoring proficient.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In reflecting on the EWS data two areas of potential concern are course failures by 288 students in grades 9-12, and the high number of students scoring level 1 at 329.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Bottom quartile ELA
2. Bottom quartile in Math
3. Math learning gains
4. ESE subgroup performance
5. ELL subgroup performance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Bottom quartile performance in Math
Rationale	The lowest component of our school grade is our growth of our lowest quartile of Math students. Even thought they showed slight gains in the 18-19 school year.

State the measurable outcome the school plans to achieve	In the 2019-2020 school year 46% of the student in the lowest will show learning gains for an increase of 5%.
Person responsible for monitoring outcome	Tammy Boggus (tamara.boggus@suwannee.k12.fl.us)
Evidence-based Strategy	Evidence supports targeted interventions for this student subgroup. We intend to provide these interventions through our Intensive Math courses.
Rationale for Evidence-based Strategy	The evidence/support for this strategy is based on a comparative study that was performed between students who were scheduled into Intensive Math and those who were not. In this study, students who were scheduled into a combination of Intensive Math and Algebra IB out performed students scheduled into only Algebra IB. Resources - Accelerated Math, STAR, Progress Monitoring.

Action Step	
Description	1. Continuation of the use of Accelerated Math in conjunction with Intensive Math 2. Expand hands on activities in Intensive Math 3. Use Accelerated Math to support individual and small group interventions 4. A focus on staff selection for Intensive Math and Algebra IB 5. Creating a greater awareness of understanding through data chats that will occur throughout the school year
Person Responsible	Tammy Boggus (tamara.boggus@suwannee.k12.fl.us)

#2	
Title	Bottom quartile performance in ELA
Rationale	The rationale is that we made gains through a piloted program by blocking Intensive Reading and English for a selected group of students.

State the measurable outcome the school plans to achieve	In the 2019-2020 school year 47% in the lowest quartile will show learning gains on the FSA/ELA and increase of 5% percentage points from the prior year.
Person responsible for monitoring outcome	Ronnie Gray (ronald.gray@suwannee.k12.fl.us)
Evidence-based Strategy	Based on the evidence that students in this pilot program impacted our learning gains, which increased by 7%. We believe this program should be expanded to impact more students in this subgroup.
Rationale for Evidence-based Strategy	Based on the evidence that students in this pilot program impacted our learning gains, which increased by 7%. We believe this program should be expanded to impact more students in this subgroup. Resources - STAR, Study Island, Common Lit, and Classroom Libraries

Action Step	
Description	1. Continuation the Intensive Reading/English block for struggling ELA students. 2. Cross-curricular engagement from other content areas on campus. 3. Data Chats to increase understanding and awareness of subgroup data.
Person Responsible	Ronnie Gray (ronald.gray@suwannee.k12.fl.us)

#3	
Title	Students With Disabilities
Rationale	The SWD subgroup scored below 41% on the Federal Index.

State the measurable outcome the school plans to achieve	The measurable goals are to increase by 5% on the Federal Index in the areas of ELA, Math, and Science.
Person responsible for monitoring outcome	Kate Bromley (kate.bromley@suwannee.k12.fl.us)
Evidence-based Strategy	At the present time, we are in the process of evaluating our current practices. to determine strengths and weaknesses
Rationale for Evidence-based Strategy	At the present time, we are in the process of evaluating our current practices. to determine strengths and weaknesses

Action Step	
Description	1. Preferential Scheduling 2. Evaluate current scheduling to determine effectiveness 3. Better identification of students within the subgroup
Person Responsible	Kate Bromley (kate.bromley@suwannee.k12.fl.us)

#4	
Title	ELL-English Language Learners
Rationale	The ELL subgroup scored below 41% on the Federal Index.
State the measurable outcome the school plans to achieve	The measurable goals are to increase by 5% on the Federal Index in the areas of ELA, Math, and Science.
Person responsible for monitoring outcome	Katrina Bius (katrina.walker-bius@suwannee.k12.fl.us)
Evidence-based Strategy	At the present time, we are in the process of evaluating our current practices. to determine strengths and weaknesses
Rationale for Evidence-based Strategy	At the present time, we are in the process of evaluating our current practices. to determine strengths and weaknesses
Action Step	
Description	1. Evaluate current scheduling to determine effectiveness 2. Research possible curriculums for Spanish Speaks courses. 3. Better identification of students within the subgroup
Person Responsible	Katrina Bius (katrina.walker-bius@suwannee.k12.fl.us)

#5	
Title	Multi-Racial Student Subgroup
Rationale	The Multi-Racial subgroup scored below 41% on the Federal Index in ELA an Math
State the measurable outcome the school plans to achieve	The measurable goals are to increase by 5% on the Federal Index in the areas of ELA and Math.
Person responsible for monitoring outcome	Tammy Boggus (tamara.boggus@suwannee.k12.fl.us)
Evidence-based Strategy	At the present time, we are in the process of evaluating our current practices. to determine strengths and weaknesses
Rationale for Evidence-based Strategy	At the present time, we are in the process of evaluating our current practices. to determine strengths and weaknesses
Action Step	
Description	1. Evaluate current scheduling to determine effectiveness 2. Research possible curriculums for Spanish Speaks courses. 3. Better identification of students within the subgroup.
Person Responsible	Tammy Boggus (tamara.boggus@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

Stakeholder relationship building will take place through our SAC-School Advisory Committee. This committee allows all stakeholders the opportunity to engage in the various processes of the school. Further, the SAC aides in showcasing student works and achievement. Through SAC, the school is also able to provide needed assistant to student and parents with events related to Financial Aid and NCAA Clearinghouse.

Communication - SHS updates and provides a wide range of information through a variety of social media platforms, as well as, providing a weekly Robo call out.

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.

Guidance counselors visit the middle school each spring to meet with and schedule upcoming ninth graders. Ninth graders and their parents attend freshman orientation where they are introduced into policies, procedures, and challenges of high school. All ninth grade students take career and research where they learn skills and strategies to promote success in high school and thereafter. The ninth grade guidance counselor continues to monitor progress and support freshman throughout the year.

All students receive support in their endeavors to graduate high school and continue their education. Academies and industry certifications allow opportunities to transfer directly into the workforce. Other students take Dual Enrollment and advanced placement classes to accelerate the accrual of college credit.

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

The leadership team functions under the leadership of the principal and meets monthly or as needed. The leadership team consists of administrators, PLC leaders and other designated personnel. The leadership team analyzes data and brings concerns to the table in order to meet the needs of all students. Problems are prioritized based on student need and direct effect on instructional environment. Research, brainstorming sessions, best practices, and discussion are all problem-solving activities that lead to recommendations for resolutions.
The leadership team makes decisions concerning RTI and evaluates the referral protocol to ensure that students are identified and receiving appropriate services and support. Title I funding exists in drop-out prevention efforts to aide in credit retrieval and other intervention efforts.
The leadership team also works with the coordinators of other federal programs like ESOL, Homeless Education Program, and Migrant with the appropriate personnel.

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.

Career counseling with My Career Shines, Career Fairs, College Day, freshmen campus tours and other guidance related programs and resources are available through the guidance department. In addition, North Florida Community College provides representatives to speak to school groups throughout the year. Guidance assists college bound students with financial aid and scholarship applications.

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

We provide a Career Themed Showcase in March of every school year to showcase student learning and accomplishments. SHS provides a diverse and robust CTE program on it's campus that works in concert with industry to provide certified ready to work students upon graduation.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Bottom quartile performance in Math	$0.00
2	III.A.	Areas of Focus: Bottom quartile performance in ELA	$0.00
3	III.A.	Areas of Focus: Students With Disabilities	$0.00
4	III.A.	Areas of Focus: ELL-English Language Learners	$0.00
5	III.A.	Areas of Focus: Multi-Racial Student Subgroup	$0.00
		Total:	$0.00