

The School District of Lee County

Young Parent Education Program



2019-20 Schoolwide Improvement Plan

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Young Parent Education Program

3650 MICHIGAN AVE STE 2, Fort Myers, FL 33916

<http://lamp.leeschools.net/>

Demographics

Principal: Mary Grace Romo

Start Date for this Principal: 8/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Lee County School Board.

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 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

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<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.

To provide a nurturing academic environment that empowers and motivates students to become responsible, respectful, and productive parents in their communities.

Provide the school's vision statement.

For all our students to become productive members of their community.

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
Andrew, Rebecca	Assistant Principal	
Saldana, Saundra	School Counselor	
Hiske, Angela	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	10	10	4	8	22	54
Attendance below 90 percent	0	0	0	0	0	0	0	0	7	2	6	19	1	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	6	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	7	3	6	16	1	33

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	6	2	5	15	1	29

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	2	0	0	0	2	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

10

Date this data was collected or last updated

Thursday 8/8/2019

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	2	4	3	10	10	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	0	0	0	0	0	2

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	2	1	2	12	10	10	37

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	2	4	3	10	10	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	0	0	0	0	0	2

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	2	1	2	12	10	10	37

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	0%	55%	56%	0%	53%	53%
ELA Learning Gains	0%	49%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	37%	41%
Math Achievement	0%	50%	51%	0%	41%	49%
Math Learning Gains	0%	45%	48%	0%	34%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	33%	39%
Science Achievement	0%	62%	68%	0%	62%	65%
Social Studies Achievement	0%	67%	73%	0%	63%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	10 (0)	10 (0)	4 (0)	8 (0)	22 (0)	54 (0)
Attendance below 90 percent	0 (0)	0 (0)	7 (2)	2 (4)	6 (3)	19 (10)	1 (10)	35 (29)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	6 (0)	0 (0)	9 (0)
Level 1 on statewide assessment	0 (0)	0 (2)	7 (0)	3 (0)	6 (0)	16 (0)	1 (0)	33 (2)

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
06	2019					
	2018	0%	51%	-51%	52%	-52%
Cohort Comparison						
07	2019					
	2018	0%	50%	-50%	51%	-51%
Cohort Comparison		0%				
08	2019	18%	57%	-39%	56%	-38%
	2018	0%	56%	-56%	58%	-58%
Same Grade Comparison		18%				
Cohort Comparison		18%				
09	2019	0%	51%	-51%	55%	-55%
	2018	0%	51%	-51%	53%	-53%
Same Grade Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
10	2019	0%	48%	-48%	53%	-53%
	2018	20%	50%	-30%	53%	-33%
Same Grade Comparison		-20%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	0%	41%	-41%	52%	-52%
Cohort Comparison						
07	2019					
	2018	0%	65%	-65%	54%	-54%
Cohort Comparison		0%				
08	2019	0%	60%	-60%	46%	-46%
	2018	0%	47%	-47%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	46%	-46%	48%	-48%
	2018	0%	48%	-48%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	67%	-67%
2018	0%	61%	-61%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	71%	-71%
2018	0%	66%	-66%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	64%	-53%	70%	-59%
2018	13%	62%	-49%	68%	-55%
Compare		-2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	59%	-59%	61%	-61%
2018	0%	60%	-60%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	50%	-42%	57%	-49%
2018	0%	53%	-53%	56%	-56%
Compare		8%			

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
ELL											
HSP											
FRL				8							
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

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)	CS&I
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	116
Total Components for the Federal Index	6
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	20
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	4
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 number of students with attendance below 90% is high for our school is high, however this is expected since we are a program for pregnant teens. Per state TAP guidelines if a mother or her child miss school due to health we cannot penalize them. Our next category with a high percentage of students is "students displaying more than one indicator." This trend is due to the attendance.

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

Students scoring a level 1 on state assessments showed the greatest decline. We enrolled many new ESOL students and they are starting with the Rosetta Stone program. We currently have 27 ELL students enrolled.

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.

The number of students with attendance below 90% is high for our school is high, however this is expected since we are a program for pregnant teens. Per state TAP guidelines if a mother or her child miss school due to health we cannot penalize them.

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

Our "students with two or more indicators" has shown the greatest improvement from the prior year. The teaching staff set aside one PLC a month to identify learning needs for individual students, which helped to increase in the other categories.

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

For all questions in this section we used the EWS data due to the fact that LAMP does not receive a school grade and does not have data reported in II. A, B, C,D. Students scoring at a level 1 is an area of concern.

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

1. Attendance (Improve unexcused absences)
2. Students scoring at a level 1
3. Increase student lexile level
4. STAR Reading and Math
5. Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student Attendance
Rationale	Attendance is imperative to experiencing classroom success. Missing 2 days per month from Kindergarten to 12th grade is equal to missing over 1 school year.
State the measurable outcome the school plans to achieve	In the 2019/2020 school year, we will decrease the % of chronically absent students (10 or more absences) from 82% to 74% as measured by the CASTLE early warning system by May 2020.
Person responsible for monitoring outcome	Rebecca Andrew (rebeccaan@leeschools.net)
Evidence-based Strategy	Follow the MTSS Attendance pyramid of interventions using the Professional Learning Community model. Utilize the Early Warning System to ensure early interventions are put into place for students. Child Study Teams and constant attendance monitoring will occur.
Rationale for Evidence-based Strategy	Following a systematic approach to track data and create individual plans for students will help to increase attendance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create MTSS Attendance Pyramid 2. Plan PLC meetings 3. Complete group and individual student plans 4. Continue to monitor attendance 5. Mentoring program
Person Responsible	Rebecca Andrew (rebeccaan@leeschools.net)

#2	
Title	Student Behavior
Rationale	Academic achievement will increase with minimal wasted time or disruptions during class-time. Attendance (not missing school for ISS and OSS) is imperative for classroom success as well.
State the measurable outcome the school plans to achieve	During the 2019/2020 school year, we will maintain the number of students receiving ISS and/or OSS at less than 10% as measured by SESIR reported to District Support Application System by May 2020.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Positive Behavior Support Trauma Informed Care Conscious Discipline
Rationale for Evidence-based Strategy	Student behavior greatly impacts classroom success due to interruptions, loss of instruction, and/or attendance.
Action Step	
Description	1. PBS Store 2. Student Mentoring Groups 3. Full Time LCSW 4. Small groups and de-escalation strategies 5. restorative justice
Person Responsible	Rebecca Andrew (rebeccaan@leeschools.net)

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).

Other priorities will be addressed through the professional learning community model. Data will drive the decision-making during these meetings as well.

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.

At the beginning of the school year, families and students will be invited to an open house and the Annual Title I meeting where staff will share the vision, mission, and culture of the school. Parents, teachers, students, community members and business partners will participate in the comprehensive needs' assessment by attending the Annual Title 1 Meeting and the on-going School

Advisory Committee meetings. During these meetings the following information will be shared with stakeholders: data for all student groups including regular ed, ESE, gifted, migrant, ELLs, L25, educationally disadvantaged and historically underserved, and identifying school needs. Stakeholders will participate as the result of (invitations through the school newsletter, Peach Jar, school website, personal phone calls, transportation provided by utilizing our Title 1 van, and flexible meeting times. Community partners will be invited to these events as well as help plan them.

Input from stakeholders will be collected through surveys, discussions, and meeting notes. These communications will be flexible in formats such as online, in person or on paper allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to identify school needs and create a plan. Stakeholders will be involved in the design, implementation, and evaluation of the school wide plan by helping to create and review it during SAC quarterly meetings. Strategies to increase family engagement are included in the PFEP.

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.

LAMP offers the services of our mental health team, which includes a: School social worker, licensed clinical social worker, LPN, school counselor, and assistant principal. In addition LAMP moms are provided services by family advocates, social workers, and mental health counselors through the Early Childhood Center. LAMP students participate in one-on-one counseling, small group counseling, parenting programs and meetings, and mentor groups as well. A system of support is in place through a formal structure that includes Positive Behavior Support (PBS), Multi-tiered Systems of Support (MTSS), and Restorative practices.

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

LAMP offers an individual orientation for all students who enroll in our program. Parents and student attend, tour the school, and visit the nursery. We tailor the orientation to individual student needs. The students' schedules are completed individually by following the students' academic history. Students are scheduled into credit retrieval classes if needs as well, to ensure that they remain with their academic cohort. LAMP students have the opportunity to enroll their students into the Early Head Start Program that is located on our campus as well. As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Early Childhood Center offers a school year Head Start/Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This PK program is supported appropriate Federal and/or State Funds and follows all statutes, rules and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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 to analyze student achievement data from CASTLE, FOCUS and Performance Matters in order to identify support needed to maximize the outcomes of all students. Available resources are considered and are utilized to meet the needs of students based on the multi-tiered system of student supports as outlined in the district’s MTSS Manual

After locally allocated funds are designated, additional funds from Title I, SAI, and ESE are reviewed to determine which source is appropriate for supplementary resources. These funds are used for supplemental personnel positions, extended day opportunities, and additional student materials. Also other federal, state, and local agency programs are coordinated by the District Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title IX- Homeless; Violence Prevention Programs; Nutrition Programs; Head Start; Adult Education; Career and Technical Education; Job Training) to provide extensive opportunities for eligible participants to access services, as needed.

The assistant principal schedules quarterly meetings to review data, monitor student progress, and allocate resources. To ensure inventory is utilized to maximum impact, the District Resource Allocation Sheet, the Title I Workbook, Destiny, PeopleSoft (and any others that you use) are maintained and reviewed to assign resources to classrooms, teachers, and/or individual students, as appropriate.

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

Academic and career planning begins when the student is scheduled into their core courses here at LAMP. The student also receives a follow up meeting with the School Counselor to discuss career goals and the impact their course progression has on those goals. Students are encouraged to take the SAT and the ACT if they are a Junior or Senior during their stay at LAMP, with test fees waived where appropriate. Students are provided a practice overview of test questions and format prior to taking the practice assessments and actual SAT and ACT. Students are encouraged to complete grade level equivalent core classes and to retrieve core credits where possible through the e2020 system as a means of readying them for graduation and college or career goals. Students have access to the School Counselor during lunch time for college and career information, test registration, and counseling appointment scheduling services.

Title X- Homeless
 Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools.

Head Start
 Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school’s campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness

Part V: Budget

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

1	III.A.	Areas of Focus: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Student Behavior	\$0.00
Total:			\$0.00