

Hernando County School District

Pine Grove Elementary School



2019-20 Schoolwide Improvement Plan

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Pine Grove Elementary School

14411 KEN AUSTIN PKWY, Brooksville, FL 34613

<https://www.hernandoschools.org/pges>

Demographics

Principal: Thomas Kalamant

Start Date for this Principal: 8/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	99%
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: C (53%) 2017-18: C (52%) 2016-17: B (57%) 2015-16: C (53%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Hernando 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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

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

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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.

Pine Grove Elementary School believes in promoting an active partnership between school, home, and community. Our goal is to increase student achievement by encouraging a positive learning environment, while creating a caring, inviting, and enriching place to learn.

Provide the school's vision statement.

P olite
R esponsible
I n control
D o your best
E arn and give respect

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
	Teacher, K-12	teacher
Haripersad, Angelina	Other	Title I Facilitator; responsible for the fiduciary oversight of federal expenditures
Reed, Galathea	Other	Assessment Teacher provides, analyzes and disaggregates data for individual teachers and grade level teams, works closely with leadership team to focus on areas of concern, supports MTSS, and participates in weekly school-based leadership team meetings.
Pagano, Nick	Assistant Principal	Assistant Principal assists and facilitates weekly school-based leadership team meetings, team leaders' meetings and faculty meeting. The AP oversees school-wide instructional practices in all levels, oversees the MTSS process and coordinates professional development.
Barnes, Kristal	Teacher, K-12	Resource Teachers provides MTSS services to identified students, assists teachers with data analysis, and participates in weekly leadership meetings.
Reynolds, Katie	Other	Elementary Assistant assists in the coordination of services and programs including screening and identification processes, further assessment, evaluation and assignment of appropriate strategies and/or programs to students. MTSS Coordinator: Lead school wide MTSS meetings. Assists teachers in making tiered groups. Presents LQ growth data to Leadership team.
Cornell, Carla	Teacher, K-12	Resource Teachers provides MTSS services to identified students, assists teachers with data analysis, and participates in weekly leadership meetings.
Kalament, Thomas	Principal	Principal facilitates weekly school-based leadership meetings, team leader's meetings and faculty meetings, and oversees school-wide instructional practices in all levels.

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	140	152	142	143	140	155	0	0	0	0	0	0	0	872
Attendance below 90 percent	0	7	16	9	10	8	0	0	0	0	0	0	0	50
One or more suspensions	2	15	4	16	10	25	0	0	0	0	0	0	0	72
Course failure in ELA or Math	12	19	4	5	4	6	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	18	19	39	0	0	0	0	0	0	0	76

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	16	6	8	18	34	47	0	0	0	0	0	0	0	129

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)

Date this data was collected or last updated

Tuesday 8/27/2019

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	21	47	52	51	51	44	0	0	0	0	0	0	0	266
One or more suspensions	3	4	5	8	13	13	0	0	0	0	0	0	0	46
Course failure in ELA or Math	10	3	4	9	2	2	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	16	24	39	0	0	0	0	0	0	0	79

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	10	12	25	31	40	0	0	0	0	0	0	0	0	118

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	21	47	52	51	51	44	0	0	0	0	0	0	0	266
One or more suspensions	3	4	5	8	13	13	0	0	0	0	0	0	0	46
Course failure in ELA or Math	10	3	4	9	2	2	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	16	24	39	0	0	0	0	0	0	0	79

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	10	12	25	31	40	0	0	0	0	0	0	0	0	118

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	49%	54%	57%	53%	54%	55%
ELA Learning Gains	52%	53%	58%	51%	54%	57%
ELA Lowest 25th Percentile	52%	52%	53%	56%	54%	52%
Math Achievement	56%	58%	63%	65%	63%	61%
Math Learning Gains	59%	57%	62%	63%	58%	61%
Math Lowest 25th Percentile	42%	48%	51%	58%	50%	51%
Science Achievement	63%	54%	53%	54%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	140 (0)	152 (0)	142 (0)	143 (0)	140 (0)	155 (0)	872 (0)
Attendance below 90 percent	0 (21)	7 (47)	16 (52)	9 (51)	10 (51)	8 (44)	50 (266)
One or more suspensions	2 (3)	15 (4)	4 (5)	16 (8)	10 (13)	25 (13)	72 (46)
Course failure in ELA or Math	12 (10)	19 (3)	4 (4)	5 (9)	4 (2)	6 (2)	50 (30)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (16)	19 (24)	39 (39)	76 (79)

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
03	2019	49%	57%	-8%	58%	-9%
	2018	57%	62%	-5%	57%	0%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	45%	59%	-14%	58%	-13%
	2018	47%	53%	-6%	56%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		-12%				
05	2019	49%	52%	-3%	56%	-7%
	2018	51%	53%	-2%	55%	-4%
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	62%	-9%	62%	-9%
	2018	62%	67%	-5%	62%	0%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	51%	62%	-11%	64%	-13%
	2018	57%	60%	-3%	62%	-5%
Same Grade Comparison		-6%				
Cohort Comparison		-11%				
05	2019	57%	54%	3%	60%	-3%
	2018	64%	56%	8%	61%	3%
Same Grade Comparison		-7%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	59%	55%	4%	53%	6%
	2018	51%	56%	-5%	55%	-4%
Same Grade Comparison		8%				
Cohort Comparison						

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	31	48	50	34	39	42	50				

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	16	17		21	31						
BLK	43	47		41	39						
HSP	44	36	42	50	54	29	60				
MUL	38	45		65	73						
WHT	50	56	53	58	60	48	63				
FRL	46	51	52	48	52	37	62				
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	30	43	53	49	47	45	47				
ELL	28	46		47	62						
BLK	50	41	55	48	48	42	45				
HSP	57	54		62	54		45				
MUL	53	27		71	45						
WHT	52	49	53	64	53	43	56				
FRL	51	50	48	58	52	43	46				
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	26	45	45	35	45	50	20				
ELL	25			17							
BLK	50	62		64	54						
HSP	56	59		64	59						
MUL	47			82							
WHT	52	49	56	63	62	65	55				
FRL	48	49	55	61	64	58	46				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	21
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	43
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	45
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	55
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	50
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.

Our lowest quartile math dropped from 43% in 2018 to 42% in 2019. PLC's and data chats were not done with fidelity during the second half of the year due to demanding behavioral issues.

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

Math proficiency dropped from 63% in 2018 to 56% in 2019. ELA declined 4% from 2018 to 2019. ELA proficiency is currently 49%. Due to the increased behavior needs, administration was not able to support teachers in the classrooms with fidelity.

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 greatest gap compared to state average is our math lowest quartile. There is a 9% gap. PLC's and data chats were not done with fidelity during the second half of the year due to demanding behavioral issues.

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

Science achievement increased 10%, which is also 10% above the state average. Grade levels conducted "science days" on our early release days, increased science instruction time beginning in January, trained teachers on blending science and reading curriculum.

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

The increasing trend over the last two school years regarding our suspensions and referrals.

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

1. Behavior
2. Math lowest Quartile
3. Math percent proficient
4. ELA percent proficient
5. ELL percent proficient

Part III: Planning for Improvement

Areas of Focus:

#1

Title	ELA Achievement/Proficiency
Rationale	49% of students are on grade level, 5% below District average and 8% below State average.
State the measurable outcome the school plans to achieve	54% of student will reach achievement/proficiency based on FSA ELA.
Person responsible for monitoring outcome	Thomas Kalamant (kalamant_t@hcsb.k12.fl.us)
Evidence-based Strategy	Increased number of data chats and formative formative/SWAP meetings, monitoring MTSS process, individualizing students' education
Rationale for Evidence-based Strategy	The implementation of formative assessments, SWAP, and data chats were not done with fidelity. Pine Grove's standards mastery results were below district averages during the 2018-2019 school year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly formative assessments 2. Bi-Weekly PLC's focusing on student achievement 3. Targeted small group instruction during reading block focusing on reading strategies 4. Blended learning classrooms focusing on differentiated instruction 5. Grade level learning walks
Person Responsible	Nancy Johnson (johnson_n@hcsb.k12.fl.us)

#2	
Title	Math Lowest Quartile
Rationale	42% of our lowest quartile students made adequate gains compared to 48% throughout the District and 53% across the State.
State the measurable outcome the school plans to achieve	47% of our lowest quartile students will make adequate gains based on FSA Math
Person responsible for monitoring outcome	Thomas Kalament (kalament_t@hcsb.k12.fl.us)
Evidence-based Strategy	Increased number of data chats and formative formative/SWAP meetings, monitoring MTSS process, individualizing students' education
Rationale for Evidence-based Strategy	The implementation of formative assessments, SWAP, and data chats were not done with fidelity. Pine Grove's standards mastery results were below district averages during the 2018-2019 school year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly formative assessments 2. Bi-Weekly PLC's focusing on student achievement 3. Targeted small group instruction during math block focusing on math strategies 4. Blended learning classrooms focusing on differentiated instruction 5. Grade level learning walks
Person Responsible	Nancy Johnson (johnson_n@hcsb.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).

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.

Pine Grove Elementary plans to build a positive relationship with parents, families, and our community through various activities in order to support the school's mission. Our school will increase communication with parents/guardians through social-media outlets and by the use of programs such as Remind 101 and Class Dojo. Families and Community will be invited to participate in the Title I Annual Meeting night, Fall Festival, Dr. Seuss Night, Gingerbread Shop, and Book Fair. Our community partners plan to provide the weekend backpack programs to help families in need.

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.

Pine Grove Elementary meets the social-emotional needs of all students by implementing Positive Behavior Intervention Support as tier 1 for social and behavioral expectations. Students that demonstrate a need for more emotional support through teacher observation and discipline records, will receive support through social groups provided by the guidance counselor, behavior specialist, social worker and/or school psychologist.

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

Pine Grove Elementary hosts a Kindergarten Round Up program to assess incoming students and provide parents with resources for academic readiness. Kindergarten teachers present a kindergarten readiness program to parents and caregivers of Head Start children and invite families to visit the school. Pine Grove's fifth graders are assisted in transitioning to middle school through a Fifth Grade Roll Up program. This includes a welcome committee from middle school personnel who provide information about middle school and answer student and family questions about transition to middle school. Students are provided a tour of West Hernando Middle School. Families are invited to the middle school Incoming Sixth Graders Open House and receive information about elective offerings. Outgoing fifth graders and their families follow a sample middle school schedule and become familiar with the campus while hearing presentations in each core content and elective classroom. This event occurs in May each year.

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.

Pine Grove Elementary uses a data-based problem-solving process that identifies trends, strengths, and concerns using school-wide, grade-level, classroom, and individual student data. Surveys are also given throughout the year to receive input from teachers, staff, parents and students. Concerns are brought to the School Based Leadership Team for review and resolution. PGES receives additional support from district curriculum specialists, instructional practice coaches, and administrators from other school sites as they conduct classroom observations and provide feedback on observed instructional practices and review of data trends. District support is also provided through Title I funded personnel, programs and materials, Title II funded Professional Development. Title III support for our ESOL students, Title IX (formerly Title X) support for our McKinney-Vento Students and Families in Transition Liaison and Advocate and IDEA support for our students with disabilities.

The school leadership team meets weekly to identify needs of the school. SBLT members divide responsibilities into different areas of expertise, and work with school, district and community staff to ensure resources are used appropriately to meet the identified needs.

The Title I facilitator maintains a property inventory using Alexandria - our district-wide management software for tracking the cost, location and condition of items purchased using Title I funds.

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

Hernando County offers a College and Career Expo at Pasco Hernando State College where families can learn about the different unique career academies available at each of our high schools as well as vocational, technical, and ROTC programs available through our high schools and PHSC. This event is

in November. Additionally, The Parent Academy hosts a STEAM (Science Technology, Engineering, Arts and Math) night each October at Nature Coast Technical High School where community organizations, government agencies (Forestry, for example) and schools host interactive stations for students to explore activities related to these career fields. Guest speakers throughout the community who speak to our Leading Ladies and Urban Gentlemen, ROTC presents Jr. Achievement curriculum to classrooms.