

Polk County Public Schools

Kathleen Middle School



2019-20 Schoolwide Improvement Plan

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Kathleen Middle School

3627 KATHLEEN PNES, Lakeland, FL 33810

<http://schools.polk-fl.net/kathleenmiddle>

Demographics

Principal: Sheila Gregory

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	100%
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 (51%) 2017-18: C (51%) 2016-17: D (40%) 2015-16: D (39%) 2014-15: F (29%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk County School Board on 12/20/2019.

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)
Middle School 6-8	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	56%

School Grades History

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

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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.

The mission of Kathleen Middle School, a community of diverse learners, is to ensure rigorous and relevant learning experiences that result in high achievement for our students.

Provide the school's vision statement.

At Kathleen Middle School, we strive to provide a secure learning environment for all students to prepare them for the competitive world in which we live. Each student will be empowered to lead and influence the ever-changing, diverse, global economy as a creative and critical thinker.

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
Gregory, Sheila	Principal	
Day, Bucky	Assistant Principal	
Lay, William	Dean	
Scheloske, Amy	Assistant Principal	
Oliver, Joshua	School Counselor	
Lipham, Christine	Instructional Coach	
Hill, William	Instructional Coach	
Taylor, Kevin	Instructional Coach	Science
mathis, kjersten	Instructional Coach	Reading and Civics
Smith, Monique	Instructional Coach	

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	309	234	239	0	0	0	0	782
Attendance below 90 percent	0	0	0	0	0	0	69	51	59	0	0	0	0	179
One or more suspensions	0	0	0	0	0	0	91	100	71	0	0	0	0	262
Course failure in ELA or Math	0	0	0	0	0	0	5	5	7	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	0	0	0	98	119	71	0	0	0	0	288

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	78	77	57	0	0	0	0	212

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	8	3	0	0	0	0	15

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

43

Date this data was collected or last updated

Thursday 8/15/2019

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	81	82	91	0	0	0	0	254
One or more suspensions	0	0	0	0	0	0	105	86	89	0	0	0	0	280
Course failure in ELA or Math	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	96	67	70	0	0	0	0	233

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	56	63	41	0	0	0	0	160

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	81	82	91	0	0	0	0	254
One or more suspensions	0	0	0	0	0	0	105	86	89	0	0	0	0	280
Course failure in ELA or Math	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	96	67	70	0	0	0	0	233

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	56	63	41	0	0	0	0	160

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	39%	48%	54%	34%	48%	52%
ELA Learning Gains	51%	52%	54%	42%	51%	54%
ELA Lowest 25th Percentile	48%	48%	47%	39%	43%	44%
Math Achievement	42%	50%	58%	27%	47%	56%
Math Learning Gains	53%	50%	57%	35%	50%	57%
Math Lowest 25th Percentile	52%	48%	51%	29%	46%	50%
Science Achievement	41%	44%	51%	33%	44%	50%
Social Studies Achievement	67%	72%	72%	62%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	309 (0)	234 (0)	239 (0)	782 (0)
Attendance below 90 percent	69 (81)	51 (82)	59 (91)	179 (254)
One or more suspensions	91 (105)	100 (86)	71 (89)	262 (280)
Course failure in ELA or Math	5 (1)	5 (2)	7 (0)	17 (3)
Level 1 on statewide assessment	98 (96)	119 (67)	71 (70)	288 (233)

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	37%	48%	-11%	54%	-17%
	2018	27%	41%	-14%	52%	-25%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	29%	42%	-13%	52%	-23%
	2018	36%	42%	-6%	51%	-15%
Same Grade Comparison		-7%				
Cohort Comparison		2%				
08	2019	45%	48%	-3%	56%	-11%
	2018	43%	49%	-6%	58%	-15%
Same Grade Comparison		2%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	36%	47%	-11%	55%	-19%
	2018	29%	40%	-11%	52%	-23%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	38%	39%	-1%	54%	-16%
	2018	39%	40%	-1%	54%	-15%
Same Grade Comparison		-1%				
Cohort Comparison		9%				
08	2019	28%	35%	-7%	46%	-18%
	2018	13%	34%	-21%	45%	-32%
Same Grade Comparison		15%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	40%	41%	-1%	48%	-8%
	2018	37%	42%	-5%	50%	-13%
Same Grade Comparison		3%				
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	70%	-6%	71%	-7%
2018	87%	84%	3%	71%	16%
Compare		-23%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	50%	27%	61%	16%
2018	79%	60%	19%	62%	17%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	76%	41%	35%	56%	20%
Compare		-76%			

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	22	43	41	27	47	42	20	52			
ELL	13	43	44	24	58	65	10	44			
BLK	31	47	48	30	50	47	35	68	69		
HSP	38	50	44	40	54	60	34	58	59		
MUL				20							
WHT	45	53	51	51	55	51	53	71	69		
FRL	34	47	44	37	51	49	38	65	63		
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	16	40	42	24	39	34	26	45			
ELL	15	39	42	25	56	48	24				
BLK	30	49	48	28	45	43	25	65			
HSP	29	46	39	29	49	51	33	100	53		
MUL	20	33		36	50						
WHT	44	58	63	39	56	56	44	92	72		

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
FRL	34	52	53	33	52	53	35	81	62		
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	5	24	26	3	26	24	5	37			
ELL	6	28	50	11	24	10		39			
BLK	23	42	53	16	28	27	7	58			
HSP	31	38	43	24	33	15	34	60	48		
MUL	18	50		24	50						
WHT	41	45	29	34	38	34	41	63	60		
FRL	27	40	40	23	33	29	28	56	48		

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	51
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	49
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	37
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	39
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	47
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	49
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	20
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	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	48
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.

Based on district progress monitoring, our 7th Grade Science did the lowest. This is due to a sub being placed into this position with no science background and no teaching experience. Based on FSA testing, our area of poorest performance is our 8th Grade Science, however, the proficiency rate has been steadily increasing over the last four years.

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

Based on district progress monitoring, our 7th Grade Science did the lowest. This is due to a sub being placed into this position with no science background and no teaching experience. Based on FSA, our greatest decline was in 7th Grade ELA proficiency. Again, this was due to a long term sub in our Intensive Reading classes.

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.

Based on FSA, our greatest gap was in 7th Grade ELA proficiency compared to the state average. Again, this was due to a long term sub in our Intensive Reading classes.

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

The Math data, overall showed the most improvement in all areas. We utilized the Imagine Math program in 12 different classes with the assistance of our Math Interventionist.

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

Our current 8th graders have the highest amount of multiple retentions, suspensions, and Level 1 on state assessments.

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

1. ELA proficiency with SWD, ELL and multiracial students
2. Discipline
3. Attendance
4. Math proficiency with SWD, ELL and multiracial students
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase proficiency in all tested content areas for all subgroups
Rationale	Based on ESSA and progress monitoring, SWD, ELL and multiracial students is an area of opportunity. ELA Proficiency overall was 39%. SWD was 37%, ELL was 39% and multiracial proficiency was only 20%.
State the measurable outcome the school plans to achieve	The goal is to move our overall proficiency to 42% in ELA; 44% in Math; 43% in Science and 69% in Civics. Our SWD will move to 41%, ELL will move to 41% and our multiracial will move to 25%.
Person responsible for monitoring outcome	Sheila Gregory (sheila.gregory@polk-fl.net)
Evidence-based Strategy	Standards based planning and delivery with the LSI strategies of aligning Target/ Task/Success Criteria. Teaming will be focused on this year. AVID and the use of the AVID WICOR strategies will be utilized school wide. Field trips to higher learning establishments are part of the curriculum. Extended Learning will be in place quarterly to fill in gaps in instruction more closely and ongoing.
Rationale for Evidence-based Strategy	LSI is a district wide initiative that has shown improvement of 20% if done with fidelity. AVID by design, is for our "bubble students" and first generation college bound students. This is primarily our ELL and students of color.
Action Step	
Description	<ol style="list-style-type: none"> 1. Collaborative planning sessions weekly with coaches and administration 2. Differentiated instruction 3. Support scheduling for SWD, ELL and multiracial students using Interventionists, Title One support para and ESE/ELL personnel. 4. Increased opportunities for students for extended learning sessions quarterly, both before and after school. 5. Aligning success criteria with the level of complexity for the standard using the knowledge gained at the LSI Summer Conference. 6. School wide AVID and its strategies will be included in all content areas. Field trips will be part of the AVID experience. Supplies, including ink, print shop materials, notebooks etc. are included in the curriculum.
Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

#2	
Title	Teacher and student attendance
Rationale	With our student and teacher attendance rates below the district averages, we feel that this is an area of concern. When students are not in class, they are missing valuable information and when the teachers are out, the information is not to the depth of what is required for our students to be successful.
State the measurable outcome the school plans to achieve	We would like to increase our teacher rate to be equal to the district. Our student rate of 24% compared to the district rate of 16% of students with attendance rates above 90% will see the gap narrow to less than 5% difference.
Person responsible for monitoring outcome	Amy Scheloske (amy.scheloske@polk-fl.net)
Evidence-based Strategy	PBIS strategies will be adapted for attendance with rewards and positive reinforcements.
Rationale for Evidence-based Strategy	PBIS has proven to decrease the amount of discipline in schools and should align to our attendance issues.
Action Step	
Description	<ol style="list-style-type: none"> 1. Attendance contracts for staff and students. 2. Quarterly rewards for both staff and students. 3. Individual meetings with staff and students who miss more than 5 days and thereafter for every 5 days missed. 4. Check in/out system with staff members with students to create positive support at school. 5. Evaluate system and make changes as needed
Person Responsible	Amy Scheloske (amy.scheloske@polk-fl.net)

#3	
Title	Discipline
Rationale	Based on our discipline data from 2018-2019, we had 1,642 referrals, resulting in 262 students with one or more suspensions. These students missed a combined 1,308 days of instruction.

State the measurable outcome the school plans to achieve	We plan to reduce the number of referrals and students, with suspensions, by 10% this school year.
Person responsible for monitoring outcome	William Lay (william.lay@polk-fl.net)
Evidence-based Strategy	We are continuing the implementation of CHAMPS, and adding PBIS school-wide. These two initiatives will help ensure consistency with expectations, while promoting positive behaviors instead of focusing on the negative reinforcement.
Rationale for Evidence-based Strategy	We are continuing the implementation of CHAMPS, schoolwide, to have a consistent framework for expectations in all classrooms and common areas. This will allow students to know routines and eliminate points of frustration, due to inconsistency. We also are implementing PBIS to reward the positive behavior, through classroom rewards, referral challenges, and assessment incentives. Research show that children who receive positive reinforcement, are more likely to continue the desired behaviors.

Action Step	
Description	<ol style="list-style-type: none"> 1. Attend PD on CHAMPS and PBIS 2. Train and model for staff 3. Provide support and resources 4. Reinforce with students 5. Evaluate effectiveness and change strategies as needed
Person Responsible	William Lay (william.lay@polk-fl.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).

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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes resources:

CHAMPS - Students are made aware of the expectations in classrooms so that there is no mental stress on understanding the consequences of actions while in classrooms.

PBIS - Students are awarded based on making good choices.

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

Fifth Grade Transition Nights are scheduled in the Spring for our newest students and parents to come and get a feel for our campus and staff to make the transition smoother for our youngest stakeholders. All 6th Graders are part of a career academy for at least one semester to introduce them to college and career options and pathways.

Our careers academies also participate in the WE3 Expo sponsored by the district to showcase the different CTE options in our district.

-KMS promotes academic and career planning through the guidance department. Significant times throughout the school year, students are provided with the opportunity to meet and discuss academic courses that have meaningful correlation with career interests.

-Through the Social Studies 8th grade course, students are provided career planning lessons facilitated by the Guidance Counselors.

-AVID students will visit two colleges a year with priority for those visits going to 8th grade students and then 7th grade students.

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.

Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Title II, funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialist. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title 1 schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

Title IX Homeless or HEARTH Program funded through Title IX and Title 1, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications.

Every middle school will have a designated College and Career Contact.

AVID will be implemented in sixteen secondary schools to support targeted students in participating in accelerated programs and enrolling in college.

Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase proficiency in all tested content areas for all subgroups				\$372,163.81
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	100-Salaries	1191 - Kathleen Middle School	Title, I Part A	660.0	\$148,113.85	
6400	100-Salaries	1191 - Kathleen Middle School	Title, I Part A	660.0	\$194,387.82	
7730	110-Administrators	1191 - Kathleen Middle School	Title, I Part A	660.0	\$6,000.00	
<i>Notes: LSI Conference</i>						
7800		1191 - Kathleen Middle School	Title, I Part A	660.0	\$3,000.00	
<i>Notes: AVID field trips</i>						
5900	510-Supplies	1191 - Kathleen Middle School	Title, I Part A	660.0	\$3,662.14	

			<i>Notes: Extended Learning Supplies</i>			
	6400	510-Supplies	1191 - Kathleen Middle School	Title, I Part A	660.0	\$7,000.00
			<i>Notes: Supplies and copies for staff development for staff</i>			
	6400	120-Classroom Teachers	1191 - Kathleen Middle School	Title, I Part A	660.0	\$4,000.00
			<i>Notes: LSI Conference</i>			
	5100	510-Supplies	1191 - Kathleen Middle School	Title, I Part A	660.0	\$6,000.00
			<i>Notes: instructional supplies for classrooms for AVID classes and student supplies for the classrooms</i>			
2	III.A.	Areas of Focus: Teacher and student attendance				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	1191 - Kathleen Middle School	Title, I Part A	660.0	\$6,000.00
			<i>Notes: postage for parent communication \$1000 handouts, copies of newsletters, academic brochures \$5000</i>			
3	III.A.	Areas of Focus: Discipline				\$0.00
					Total:	\$378,163.81