

Hillsborough County Public Schools

Franklin Middle Magnet School



2019-20 School Improvement Plan

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Franklin Middle Magnet School

3915 E 21ST AVE, Tampa, FL 33605

[no web address on file]

Demographics

Principal: John Haley III

Start Date for this Principal: 6/24/2011

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)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: C 2014-15: B 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

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 Hillsborough 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

In a single gender environment, we will deliver an education which will inspire and empower young men to master rigorous academic standards by instilling in them a strong work ethic and expecting them to model core values in both school and community.

Provide the school's vision statement

Molding young men of distinction who will achieve greatness

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
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Haley, John	Principal	Supervise administrative staff Supervise instructional/non-instructional staff Oversee management of facilities and grounds Supervise and coordinate preparation of Annual Report of School Progress Regulate use and rental of school facilities Supervise and coordinate operation of total school program Oversees faculty and staff evaluations PTSA liaison Coordinates School Improvement Team Approves all assemblies and field trips
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Hall, Gregory	Assistant Principal	Coordinates school activities with the school principal and staff members. Will research issues related to law, student safety and community social problems, and presents them to students, parents, and faculty and staff members. Informs faculty members of available programs. Participates in school functions and after school activities, when possible. Investigates, documents, and notifies Unit Supervisor and school principal of incidents involving gangs or student conflicts that may lead to the disruption of school functions. Establishes a liaison between the school and the surrounding community to give advice or support to residents and businesses regarding law enforcement matters. Conferences with students, parents and faculty members regarding problems of a law enforcement or Crime Prevention nature. As time and duty permits, attends student, parent, faculty, and community meetings to solicit support and understanding of the program. Member of the Crisis Team. Any other duties assigned by principal.
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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	165	153	173	0	0	0	0	491
Attendance below 90 percent	0	0	0	0	0	0	8	6	16	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	9	36	40	0	0	0	0	85
Course failure in ELA or Math	0	0	0	0	0	0	0	23	33	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	87	53	50	0	0	0	0	190

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	13	19	28	0	0	0	0	60

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	2	4	12	0	0	0	0	18
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)

45

Date this data was collected or last updated

Monday 7/29/2019

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	9	22	15	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	12	64	52	0	0	0	0	128
Course failure in ELA or Math	0	0	0	0	0	0	0	46	52	0	0	0	0	98
Level 1 on statewide assessment	0	0	0	0	0	0	73	75	71	0	0	0	0	219

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	9	63	62	0	0	0	0	134

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	9	22	15	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	12	64	52	0	0	0	0	128
Course failure in ELA or Math	0	0	0	0	0	0	0	46	52	0	0	0	0	98
Level 1 on statewide assessment	0	0	0	0	0	0	73	75	71	0	0	0	0	219

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	9	63	62	0	0	0	0	134

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	46%	51%	54%	45%	52%	53%
ELA Learning Gains	53%	52%	54%	46%	53%	54%
ELA Lowest 25th Percentile	46%	47%	47%	50%	48%	47%
Math Achievement	49%	55%	58%	52%	56%	58%
Math Learning Gains	53%	57%	57%	51%	59%	57%
Math Lowest 25th Percentile	42%	52%	51%	46%	52%	51%
Science Achievement	47%	47%	51%	53%	47%	52%
Social Studies Achievement	70%	67%	72%	69%	66%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	165 (0)	153 (0)	173 (0)	491 (0)
Attendance below 90 percent	8 (9)	6 (22)	16 (15)	30 (46)
One or more suspensions	9 (12)	36 (64)	40 (52)	85 (128)
Course failure in ELA or Math	0 (0)	23 (46)	33 (52)	56 (98)
Level 1 on statewide assessment	87 (73)	53 (75)	50 (71)	190 (219)

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	43%	53%	-10%	54%	-11%
	2018	37%	52%	-15%	52%	-15%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	47%	54%	-7%	52%	-5%
	2018	47%	52%	-5%	51%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		10%				
08	2019	48%	53%	-5%	56%	-8%
	2018	50%	54%	-4%	58%	-8%
Same Grade Comparison		-2%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	31%	49%	-18%	55%	-24%
	2018	33%	48%	-15%	52%	-19%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	59%	62%	-3%	54%	5%
	2018	58%	61%	-3%	54%	4%
Same Grade Comparison		1%				
Cohort Comparison		26%				
08	2019	14%	31%	-17%	46%	-32%
	2018	15%	29%	-14%	45%	-30%
Same Grade Comparison		-1%				
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	46%	47%	-1%	48%	-2%
	2018	52%	48%	4%	50%	2%
Same Grade Comparison		-6%				
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	70%	67%	3%	71%	-1%
2018	68%	65%	3%	71%	-3%
Compare		2%			

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	80%	63%	17%	61%	19%
2018	83%	63%	20%	62%	21%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	57%	38%	57%	38%
2018	100%	56%	44%	56%	44%
Compare		-5%			

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 2016-17	C & C Accel 2016-17
SWD	26	56	48	28	43	46	25	46	80		
ELL	27	34	35	30	46	53		48			
BLK	35	48	46	35	50	38	29	60	69		
HSP	52	55	48	52	51	57	50	74	85		
MUL	41	57		45	57						
WHT	61	60	38	72	62	39	77	81	88		
FRL	38	50	46	40	49	44	33	65	80		

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 2015-16	C & C Accel 2015-16
SWD	26	50	50	28	46	43	35	41			
ELL	21	38	50	36	36	31					
ASN	64	64		82	82						
BLK	33	41	42	34	42	43	36	59	76		
HSP	46	49	56	58	51	31	56	72	84		
MUL	48	54		48	54						
WHT	62	50	59	70	61	71	74	89	88		
FRL	37	45	50	44	48	40	49	60	78		

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	54
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	489
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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

Learning gains of the lower quartile showed the lowest performance. In ELA sixth grade level 1 students showed 36% gains and level 2 students showed 41% gains. In sixth grade math level 1 students made gains at 31% and level 2 made gains at 24%. The overall learning gains in 6th grade ELA of all students were 47% compared to 56% and 58% in 7th and 8th grade respectively. The overall learning gains in 6th grade MATH of all students were 47% compared to 70% and 49% in 7th and 8th grade respectively.

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

Overall the greatest decline in gains were the lower quartile school wide by 4% points in both ELA and Math. The major contributing factor was the lack of learning gains in the sixth grade ELA and Math lowest quartile.

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 data component with the greatest gap when compared to the state average are 8th grade math students who perform at level 3 or above. There was a -32 point differential when compared to the state. 49% of the students that made gains in 8th grade math were in the lower quartile, while students performing at level 3 and above did not make significant gains. However, algebra and geometry EOC scores were above state average for 8th grade.

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

7th grade math students performing at level 3 or above increased to +5 above state average. Teacher fidelity and dedication to the tutorial process during lunch (lunch and learns), after school enrichments and supplemental programs such as IXL helped to increase the number of students performing at level 3 or above.

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

Students performing at level 1 on state assessment
students with 1 or more suspensions

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

1. Increase the number of students making learning gains in the lower quartile
2. Decrease the number of students with 1 or more suspensions
3. Increase performance of students performing on level 3 and above
4. Increase parental involvement
5. Increase the number of students making learning gains in our SWD students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Culture of Community
Rationale	To support the academic and social-emotional needs of our SWD and lower quartile as well as to push higher our students performing at level 3, we aim to tap into our greatest resource, our families and community. By working together with our families, we aim to provide resources and support that will enable our students to be confident and successful learners.
State the measureable outcome the school plans to achieve	<p>ELA, lower quartile, all grades improve from 46% to 52% making learning gains.</p> <p>Math, lower quartile, all grades improve from 42% to 48% making learning gains.</p> <p>ELA, SWD all grades decreased from 50% to 48% making learning gain.</p> <p>Math, level 3 learning gains are 17 and 16 points below our district average in 6th and 8th grades respectively. We aim to improve to the district average.</p>
Person responsible for monitoring outcome	John Haley (john.haley@sdhc.k12.fl.us)
Evidence-based Strategy	Frequent administration and subject area leader walk through observations with coaching and feedback to ensure the fidelity and rigor of classroom instruction, use of common assessments, and standards-based instruction.
Rationale for Evidence-based Strategy	Under the guidance of our area leadership and using the trends identified through last year's teacher performance evaluations, it was determined that our faculty needed the most support in the area of assessment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Improve home/school communication including Spanish translation of all school news and increase of written communication to accompany audio ParentLink messages, monitored by the PFE liaison. 2. Quarterly Saturday parenting workshops to build home/school and parent/student/teacher relationships 3. FSA prep Saturday Schools for both ELA and Math, facilitated by our APC, Reading Coach, and Subject Area Leaders. 4. Increase use of planner for progress monitoring and home/school communication as directed by our Student Success Coach. 5. Targeted academic lunch tutorials offered by teachers, focusing on our SWD and bottom quartile monitored by our Reading Coach and ILT. 6. SWD will take a Learning Strategies course.
Person Responsible	John Haley (john.haley@sdhc.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, § 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

Our school will offer Saturday School quarterly with parent workshops. We will increase our communication in Spanish as well as English and aim to send fewer audio-only messages.

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at:
<http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved

job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

TitleX- Homeless

Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

Our AVID program will partner will state universities and colleges to offer information for our students to advance college and career awareness. We will participate in the Great American Teach In and offer after school enrichments aiming to increase career awareness.

Part V: Budget

1	III.A	Areas of Focus: Culture of Community	\$0.00
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	Total: \$0.00
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