**School POS Spring Report**

**2012-2013**

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| POS Title: | |  | | | |
| High School: | |  | | | |
| POS Lead: | |  | Phone: |  | |
| Address: |  | | Zip Code: | |  |
| Email: |  | |  | |  |

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| **How are the POS teams aligning to the school EPSS and working toward meeting the state 2012-2013 performance measures?**   * How is the school handling special populations to narrow the achievement gap * How is the grant meeting the school EPSS goals and state performance measures |
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| **How are the POS teams working with special populations and non-traditional students to narrow the achievement gap? The definition for Special and Non-traditional populations is defined by Perkins IV as the following:**  **Special Populations:** The Act defines special populations as:   * Individuals with disabilities; * Individuals from economically disadvantaged families, including foster children; * Individuals preparing for non-traditional training and employment; * Single parents, including single pregnant women; * Displaced homemaker; and * Individuals with other barriers to educational achievement, including individuals with limited English proficiency.   **Non-traditional Training and Employment:** Means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. |
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| **Summarized interdisciplinary teaming activities completed through your POS teams as agreed to by your POS site agreement for the semester. (Include documentation, i.e., meeting dates and notes, interdisciplinary lesson plan and date completed, etc.)**  **Indicate the following:**   * **interdisciplinary team goals** * **when you met** * **the number of cohort students and/or how the POS is moving toward developing student cohort**   + **identify students in the 2nd, 3rd or 4th year (CTE Concentrators)**   + **identify students in the 2nd, 3rd or 4th year who also have teachers within your POS team** * **interdisciplinary lesson plan** * **extra-help strategies in math and reading** * **information on setting student career goals** * **increased parent involvement** * **help for special populations** * **non-traditional participants and their successfully complete the programs** |
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| **Summarize how the POS team is working with the counseling and administration to provide career guidance and counseling to students defined by Perkins IV as follows:**  **Career Guidance and Counseling:** Means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options. |
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| **Summarized how your POS is working in the school setting. Is it integrated with the school’s PLC structure, Small Learning Communities (SLC) and other initiatives in the school?** |
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| **What are the challenges that your POS still faces.** |
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| **Additional comments about your POS.** |
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