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Carver Middle

4500 W COLUMBIA ST, Orlando, FL 32811

<https://carverms.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	99%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	F	D*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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 lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ramsey, Jackie	Principal
Ray, Frederick	Assistant Principal
Stephens, Shavonda	Instructional Coach
Bell, Ronald	Dean
Williams , Rosie	Dean
Campbell, Lysay	School Counselor
Thorn, Michelle	Other
Medley, Maurio	Administrative Support
Lewis, Joy	Assistant Principal
Lovely, Paul	Assistant Principal
Starling, Erica	Instructional Coach
Bush, Kenneth	Administrative Support
McMillion, Dennis	Administrative Support
Miller, John	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Leadership Team works collaboratively to ensure that curriculum and instruction are aligned with the established state standards and delivered in a manner that is consistent with the needs of the students. The team is comprised of 15 individuals dedicated to see students achieve. We are led by Principal, Jackie Ramsey, followed by Assistant Principals Fred Ray, Joy Lewis, and Paul Lovely.

The Principal's responsibility is one of instructional leadership with a focus on tight systems of monitoring and deciding changes needed throughout the year to ensure high levels of students academic performance. The Assistant Principals (Lewis, Lovely, and Ray) oversee assigned department areas, review lesson plans, evaluate instruction, provide actionable feedback, and coach teachers to strengthen the instructional pedagogical process.

Ms. Ramsey, Mr. Ray, Mrs. Lewis, and Mr. Lovely meets weekly to discuss school-wide data in an effort to identify strengths and weaknesses in instructional delivery and the appropriate interventions that lead to both stronger instructional delivery and increased student performance.

There are 5 academic coaches that work in conjunction with district support staff (STO - School Transformation Office) to support teachers in closing instructional delivery gaps through the use of research-based high-yield instructional strategies. Shavonda Stephens is the Learning Resource Specialist who shares best instructional practices among all content areas. Maurio Medley and Erica Starling supports the math and reading departments, respectively, as instructional coaches providing support and best practices for teachers as well as students. New this year is the role of an Interventionist, who delivers small group remediation via pull-outs or push-in support. The interventionist for Carver is Monique McClam. The instructional coaches, Stephens, Medley, Starling, and McClam visits classrooms daily to observe and support instruction and student learning.

There are 3 grade level deans. Ronald Bell 6th grade, Rosie Williams 7th grade, and John Miller 8th grade. The deans have responsibilities including child study meetings (attendance) monitoring grade level data, classroom walkthroughs, serving on the MTSS team in addition to monitoring student behavior and discipline.

There are a wealth of resource personnel, listed below, that adds the finishing touches to a successful school environment. Jasmine Hollis, serves as Title I Coordinator; as well as the Parent and Community Engagement liaison, testing team member, and assists with measuring/monitoring schoolwide student data. Michelle Thorn, is the Staffing Specialist and CCT. Thorn ensures that students are placed correctly and receives all accommodations and support as outlined by their individual educational plans. She also assesses, monitor and provides support and services to English Language Learners. Lynsay Campbell, is our Guidance lead person. She orchestrates compliance for all 504 Plans and meetings, our student monitoring system (SMS) champion, 8th grade transition, and serves as a member of the MTSS team. The lead for MTSS, is Mr. Kenneth Bush, who is also the PASS coordinator and assists with student transportation. Lastly, we have Mr. Dennis McMillion, who is our SAFE Coordinator. Mr. McMillion leads our culturally responsive instruction initiative, facilitates restorative justice meetings, and serves on the mentoring program, as well as the MTSS team.

Early Warning Systems

Year 2017-18

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	84	84	57	0	0	0	0	225
One or more suspensions	0	0	0	0	0	0	75	36	16	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	42	27	38	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	186	161	115	0	0	0	0	462

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	99	81	57	0	0	0	0	237

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	3	1	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	6	11	10	0	0	0	0	27

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - 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	62	54	59	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	42	51	34	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	96	59	65	0	0	0	0	220
Level 1 on statewide assessment	0	0	0	0	0	0	124	124	106	0	0	0	0	354

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	102	85	69	0	0	0	0	256

Year 2016-17 - 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	62	54	59	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	42	51	34	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	96	59	65	0	0	0	0	220
Level 1 on statewide assessment	0	0	0	0	0	0	124	124	106	0	0	0	0	354

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	102	85	69	0	0	0	0	256

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA data component was the lowest achievement this school year. Although our Math and Science achievement were both at 28%, ELA achievement was 26% (raw data) therefore indicating that it was the lowest performing area. Over the past two years, ELA achievement was the lowest performing area in the data report, illustrating 26% achievement for 2017 and 2018 school years. Carver Middle ELA achievement level is 50% less than the District and State achievement rate, for both years as well. Therefore, one could say that it is a trend, being that the achievement rate did not improve from 2017 to 2018.

Considering the grade level ELA achievement, the 7th grade cohort of students dropped 3% from 2017 to 2018; however achievement of 7th grade students overall remained at 24% from 2017 to 2018. Among subgroups, there was a 6% decrease in the Hispanic and ELL percentages from 2017 to 2018.

Which data component showed the greatest decline from prior year?

Math Learning Gains showed the greatest decline at a loss of 21% from prior year. In 2017 math learning gains were at 62%, and in 2018 math learning gains were 41%. Math learning gains was the highest performing data component in 2017, and Carver Middle outperformed the District and State learning gains percentage by at least 5% last year.

When disaggregating the data, we can see that there was a drop of 22% among the African American student achievement levels, 18% decline in Hispanic achievement, 20% decrease in Economically Disadvantaged groups, and 15% plummet with English Language Learners. The only subgroup to show an increase was Students with Disabilities, their achievement levels increased by 7%.

Moreover, the 7th grade cohort exhibited a loss of 15% in learning gains, whereas the same grade comparison showed a deficit of 13%. This information definitely indicates an opportunity for reflection and growth this year.

Which data component had the biggest gap when compared to the state average?

Math achievement had the biggest gap when compared to the state average, there is a 30% difference between the two. Followed by ELA and Social Studies achievement with 27% and 26%, respectively. Carver's math achievement was 28% this school year; the state's math achievement was 58%.

Disaggregated data of math achievement illustrates that the 7th grade class was the lowest area in achievement. This group of students dropped 14% in the school-state comparison from 2017 to 2018. Comparatively, the 6th grade declined by 8%, and 8th grade dropped by 3%.

Which data component showed the most improvement? Is this a trend?

There are two data components that showed improvement, Math Lowest 25th Percentile and Science achievement. They both increased by 1% from the 2017 to 2018 school year. While this 1% increase may seem menial, Carver's lowest 25th percentile group outperformed the District and the States achievement level in 2017 and 2018. Thus, of the two components, we will consider the Math lowest

25th percentile component the most improved. This component was 14% above the district average of 44%, and 7% above the states average of 51%. Digging deeper, we can determine that the Students with Disabilities subgroup showed a 26% increase in achievement for this component. The other subgroups also increased by at least 1%.

In 2017, CMS math achievement for the lowest 25th percentile was 9% above the district and 7% above the state. Therefore, we can determine that this is a trend based upon the data given.

Describe the actions or changes that led to the improvement in this area.

ELA objectives were: improve writing and comprehension for Carver students. The close reading strategy was used to support students understanding of informational text. Students read two to three articles three different times. The first read consisted of reading the article and answering general comprehension questions. During the second read, students marked the text and coded relevant evidence that supported the writing prompt. For the third read, students read the text and responded to standard-based questions.

Teachers taught students how to deconstruct the writing prompt and brainstorm to build background knowledge. After reading the articles, students synthesized and developed two claims or arguments. Teachers provided students with a writing planning sheet to ensure the structure of the essay aligned with the FSA rubric. A month before FSA writes, Carver conducted writing boot camps. Administration reviewed the writing data and pulled out targeted students to hone in and address specific writing skills.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	26%	52%	53%	22%	52%	52%
ELA Learning Gains	39%	50%	54%	36%	53%	53%
ELA Lowest 25th Percentile	43%	42%	47%	35%	44%	45%
Math Achievement	28%	53%	58%	22%	53%	55%
Math Learning Gains	41%	51%	57%	31%	53%	55%
Math Lowest 25th Percentile	58%	44%	51%	26%	46%	47%
Science Achievement	28%	51%	52%	23%	48%	50%
Social Studies Achievement	46%	68%	72%	33%	67%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	84 (62)	84 (54)	57 (59)	225 (175)
One or more suspensions	75 (42)	36 (51)	16 (34)	127 (127)
Course failure in ELA or Math	42 (96)	27 (59)	38 (65)	107 (220)
Level 1 on statewide assessment	186 (124)	161 (124)	115 (106)	462 (354)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	24%	48%	-24%	52%	-28%
	2017	27%	52%	-25%	52%	-25%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	24%	48%	-24%	51%	-27%
	2017	24%	52%	-28%	52%	-28%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
08	2018	23%	55%	-32%	58%	-35%
	2017	22%	52%	-30%	55%	-33%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	35%	-12%	52%	-29%
	2017	30%	43%	-13%	51%	-21%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2018	15%	51%	-36%	54%	-39%
	2017	28%	52%	-24%	53%	-25%
Same Grade Comparison		-13%				
Cohort Comparison		-15%				
08	2018	23%	32%	-9%	45%	-22%
	2017	27%	30%	-3%	46%	-19%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	24%	49%	-25%	50%	-26%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	44%	66%	-22%	71%	-27%
2017	47%	67%	-20%	69%	-22%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	61%	-4%	62%	-5%
2017	78%	53%	25%	60%	18%
Compare		-21%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	65%	-5%	56%	4%
2017	80%	43%	37%	53%	27%
Compare		-20%			

Subgroup Data

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	6	32	39	4	43	57	5	6			
ELL	17	45	53	18	43	58	11	67			
BLK	26	39	44	28	40	58	28	46	61		
HSP	24	34	33	20	44	53	23	44			
FRL	25	39	42	29	41	58	27	45	60		
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	1	22	26	8	36	31	6	10			
ELL	23	52	44	34	58	55	8	54			

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
BLK	26	42	38	36	62	57	26	51	81		
HSP	30	57	60	35	62		27	45			
FRL	26	43	39	35	61	56	25	51	80		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:**Activity #1**

Title Carver Middle School will increase student engagement and improve student achievement by at least 10% in all content areas through data driven instruction and researched based engagement strategies.

Rationale Teachers have limited knowledge of incorporating rigor into the Florida standards and lack instructional strategies to meet the needs of students. Based upon the data, students master the minimal standards instead of maximizing the full potential of the standard. Moreover, student data is not being analyzed with fidelity in order to make instructional decisions and provide differentiated instruction.

Intended Outcome By June 2019, student achievement will increase in the following areas: ELA (by 10%), Math (by 11%), Science (by 8%), Civics (by 13%), and Acceleration (by 26%) as a result of increased teacher pedagogy.

Point Person Paul Lovely (paul.lovely@ocps.net)

Action Step

Description Differentiated professional development classes facilitated by the CRT, Stephens, which will focus on data analysis from formative assessments, and use of strategies for monitoring for understanding. Instructional coaches, Medley, and Starling will provide side by side coaching to enhance teacher capacity and understanding of standards and strategies.

Person Responsible Shavonda Stephens (shavonda.stephens@ocps.net)

Plan to Monitor Effectiveness

Description To monitor the effectiveness of this plan, the coaching cycle (observation, conferencing, modeling, coaching) will be utilized in all core instructional areas (ELA, Reading, Math, Science, Social Studies). Weekly meetings focusing on standards and strategies will be facilitated by school-based administration, school-based coaches, and STO administrators and coaches. Additionally, the principal and assistant principals will participate in and monitor the progress of Professional Learning Communities (PLC) to ensure fidelity. Weekly instructional rounds will show evidence of the coaching cycle taking place.

Person Responsible Paul Lovely (paul.lovely@ocps.net)

Activity #2

Title

Carver Middle School will increase academic rigor for all students in core curricular areas through culturally responsive instruction.

Rationale

Student achievement as well as the whole child will be positively impacted as a result of teachers using data to drive instruction, inclusive of cultural data to engage and motivate our students to excel. Cultural competence of all faculty is vital to student achievement; it lends itself to teachers having high expectancy of all students. Moreover, we must celebrate the diversity of our students and community to foster a more positive environment for education. By having a high expectations of all learners, coupled with instruction that culturally responsive will lend itself to narrowing the achievement gap for all students.

Intended Outcome

By June 2019, student achievement will increase by 11% in all content areas. The achievement gap in ELA, Math, and other component areas will be narrowed by at least 5% from the previous school years data.

Point Person

Jackie Ramsey (jackie.ramsey@ocps.net)

Action Step

Description

Professional development and coaching will be provided to help teachers track student data by standard, class, and individual to determine differentiation strategies to be used. The culturally responsive team for CMS will develop a Canvas course to address culturally responsive teaching.

Person Responsible

Dennis McMillion (dennis.mcmillion@ocps.net)

Plan to Monitor Effectiveness

Description

Teachers will meet with instructional coaches to review student data, group students and plan differentiated instruction utilizing culturally responsive strategies. Progress toward achieving this goal will be monitored on a weekly basis through iObservation data, lesson plan documentation, and student achievement data.

The Canvas course will include discussions and reflections for instructional staff regarding their implementation (and/or struggles) with culturally responsive instruction.

Bi-annual professional development sessions, facilitated by our SAFE coordinator will address school wide cultural concerns and celebrate culturally responsive successes.

Person Responsible

Shavonda Stephens (shavonda.stephens@ocps.net)

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 Pilot SIP 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.

By June 2019, Carver Middle School will increase parental involvement in school-based activities by 20% when compared with the previous year. We continuously seek to enhance the way relationships with our families are built by focusing on their strengths. We solicit input from families by including them as partners in the care and education of their children. Instructional staff members are encouraged to interact with families in ways that foster collaboration. Teachers are required to make a positive contact with each student's parent/guardian at least once during each quarter of the school year. We collaborate with family members on decisions regarding their child's care and educational experience. Together, the school and parents decide on certain goals for children and strategies to achieve these goals.

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.

Carver Middle School's Guidance Programs are designed to help each student achieve academically, emotionally, and socially. The SAFE (Student Assistance and Family Empowerment) team consists of teachers and counselors working together to help students solve their problems. This team provides support and direction to students who are dealing with concerns. Organized with the intention to aid troubled students, the program also provides information to students and parents about issues that include substance abuse, peer pressure, and self-image. Individual and group counseling is available to students and their families through SEDNET. The school also has added a behavior coach to work with all students to ensure that positive behaviors are a part of the school culture. Strategies will include student incentives and Positive Behavior Support (PBS).

Carver Middle School will continue to implement all facets of the S.A.M.E. framework. Social (S): Develop and implement a school-wide culture of excellence, Academic (A): Guarantee a rigorous viable curriculum for all students, Moral Education (ME): Support students and staff in culturally embedding the belief system that expects students to achieve a moral education known as "The Carver Way".

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

Incoming 6th grade students are invited to our campus to attend an informational session as well as a campus tour. The assembly consists of information pertaining to schedules, tutoring, after-school clubs, summer school, and policy and procedures. Students who may need accommodations are identified by feeder schools and Carver Middle School staff.

The outgoing 8th grade students are visited by the guidance teams from their zoned high school and receive information regarding their grade level progression, college and career pathways, magnet programs, and graduation requirements. During their 8th grade year, the students are also provided with career counseling regarding college and career readiness through guidance counselor visits to social studies classes..

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 process through which school leadership identifies and aligns all available resources is very strategic. Prior to the assignment of courses, personnel certifications are reviewed and a review of previous student performance results is conducted. Courses are then assigned to teachers based on the

needs of the students. Following this review, additional classified instructional support staff is strategically placed in classes in order to ensure a balanced approach to instructional delivery. Once instructional staffing placements have been finalized, professional development will be given to ensure instructional and support staff are trained in the delivery of the district's adopted curriculum appropriate for meeting the diverse needs of the students. Through strategic personnel placement, appropriate curriculum delivery, and professional development, Carver MS has aligned all resources to ensure student achievement.

Supplemental funds that include Title I, Title II and other special categorical funds are used to enhance instructional plans. Specifically, Title I funds support the Supplemental Educational Services for students that need additional support in the areas of reading and math as evidenced by FSA data. Title I funds support the expense of professional development for instructional staff, the expense of additional highly qualified teachers to lower class sizes, parental outreach and involvement activities, tutoring of students, and the purchase of appropriate supplemental curriculum materials and supplies to enhance student learning and increase student achievement. Title II funds are used to support professional development in the areas of Middle Years IB Programme, reading, math, science, and civics. Title III funds are used to support the ELL program with materials, professional development, and additional student tutoring. Title X Homeless Funds are utilized by the district to support the needs of students identified as homeless that includes daily transportation, funding for field trips or other school-related activities, and other needs. In order to be proactive, the leadership team meets weekly to review upcoming events and secure needed resources for students in need of assistance. Additionally, the principal coordinates on a monthly basis with the Associate Superintendent to assess and review needs. All problems or situations are reviewed to determine the best method to allocate resources that will provide the greatest impact to improved student achievement.

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

Goal-Setting: Each student is given support in developing personal goals (academic and social) and mapping out plans for achieving those goals.

Advisement is provided on taking college-entrance tests (PSAT, SAT, ACT). This year, all 8th grade students will take the PSAT8 in October.

Consultation is provided to students about advanced course placements including Advanced Placement (AP) and the International Baccalaureate (IB) Programme.

Career Planning (CHOICES) as part of the curriculum is integrated within each 8th grade Social Studies Class.

Part V: Budget

Total:	\$0.00
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