Orange County Public Schools

West Orange High

2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP 3

School Information 4

Needs Assessment 9

Planning for Improvement 12

Title I Requirements 15

Budget to Support Goals 17

West Orange High

1625 BEULAH RD, Winter Garden, FL 34787

https://westorangehs.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)
High School 9-12	No	39%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

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
Floyd, William	Principal
Ball, Chris	Dean
Wells, Kimberly	Dean
Shuler, Timothy	Assistant Principal
Naso, Jerome	Instructional Coach
Hurst, Toby	Dean
Owens, Marie	Instructional Coach
Smith, Meke	Instructional Coach
Wessal, Kenaio	Assistant Principal
Rivera, Gricel	Dean
Randolph, Paulette	Dean
Santana, Kimberly	Assistant Principal
Smith, Marie	Assistant Principal

Duties

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

Bill Floyd
-Supervises school operations
-Reading data
-Athletics
-Evaluations
-Budget
-Supplements
-Evaluating administrator meetings (PLCs)
-Graduation
-Technology
-Pre-Planning
-PD Calendar

-Assessment Data
-Credit Recovery
-Advanced Placement Data
-Credit Recovery
-PASS

Kim Santana
-Supervises Science and Math
-Testing - Testing Accommodations
-Evaluating Administrator Meetings (PLCs)

Wessal Kenaio
-Supervises ESE, Drama, Music, and art Data
-All things PLC's
-Graduation Rate•Master Schedule
-Evaluating Administrator Meetings (PLCs)
-Teacher Certification
-Evaluating Administrator Meetings (PLCs)Curriculum Guide
-Feeder Patterns
-FTE/Student Counts
-MTSS
-GED Program/Exit Options
-Grade Verification, Reporting, Progress Reports, Report Cards
-ACT/SAT/PSAT Team
-Exam Schedule Team
-Opening Day/Week Procedures
-AP team•Senior Walk-Out
-Certify
-Senior Statistics
-FTE Audit
-Bell Schedules
-Credit Recovery
-504's
-College and Career Planning
-Academic Awards

Marie Soraya Smith
-Supervises Social Studies and Foreign Language Data
-Discipline (Matrix, Tardies, Dress Code, Electronic Devices)
-Supervision Chart
-FRL
-Evaluations
-Evaluating Administrator Meetings (PLCs)
-Parking (Student)
-After School Detention
-Mentoring Programs
-Summer School- Calendar
-School Improvement Plan (SIP and SAC)
-Community Relations
-Communication (Social Media and Newsletter)
-Exam Schedule Team
-School Statistics/ AdvanceEd
-Males of Color

Timothy Shuler
-Supervises Math ELA and Programs
-Facilities
-Supervision
-Rentals
-Inventory
-Evaluations
-Evaluating Administrator Meetings (PLCs)
-ESOL/ESOL Compliance-Master Calendar
-Fire Extinguishers
-Fire / Evacuation Drills
-Parking (Faculty)
-Keys
-Radios
-Industry Certifications
-CTE / Dual Enrollment

Gricel Rivera
-Referrals
-Supervision
-Parking
-PASS Lunch
-AIM Mentoring
-Code of Conduct
-Honor Roll
-Partners in Education

Paulette Randolph
-Referrals
-Supervision
-Busses
-AIM Mentoring
-ADDitions
-Ultimate Warrior Program
-Senior Mentorship Program
-Males of Color
-Minority Leadership Scholars

Chris Ball
-Referrals
-Coordinate Detention
-Supervision
-Busses
-5 Star School Award
-Lockers
-Partners in Education

Toby Hurst
-Oversee Attendance (truancy, data, HERO)
-Child Study Team Meetings
-Tardies
-Absences

-Alternative Placement / Schools
-School Improvement Plan - SAC

Kimberly Wells
-Oversee Testing (FSA, EOC, ACT, SAT, PSAT, PERT, LCEOC, AP)
-Testing Room Assignment
-State Testing Corrections
-Supervision

Marie Owens
-Reading curriculum and data
-Professional Development
-Literacy Committee
-Advanced Placement
-Instructional Modeling and Coaching

Sarah Bateman
-Supervision
-Increase scholarship dollars
-Increase college admission to top 100 schools-
-Increase college admission to top Super Scholar Schools
-Owner College and Career Center (activities, hours)
-Dual Enrollment
-Valencia
-CTE Collaboration
-College Visits/Nights-
-Coordinate Informational Parent Nights
-Bright Futures
-FASFA Completion
-KHAN Academy
-ACT/SAT/AP Score Adviser -
ACT/SAT registration
-Career Inventories

Meke Smith
-Academic Mentor. Progress monitoring the lowest 25%, Increase graduation rate, mentoring.

MTSS is made up of the Principal, assistant principals, instructional coaches, CCT, placement specialist, school resource officers and discipline deans.
The data collected from classroom data, formative assessments, previous FCAT and FSA scores, FAA, PERT, ACT and SAT, as well as IMS, EDW, and IEP's referrals are used to determine which students are at risk academically and or behaviorally. The team discusses appropriate interventions for students based on the previous data. The interventions are tracked to determine effectiveness by the individual classroom teachers. Students in need of behavioral support are referred to our SAFE program, and if necessary, are referred to appropriate counseling services.
The progress monitoring tracking system is used by the whole faculty to document interventions and strategies in an effort to improve student outcomes. Teachers are required to pull a weekly grade report which is then used to calculate a school average of the D's and F's students have in their classes. PLC's meet weekly to discuss data and formative assessment results that are relevant to a teacher's particular subject of instruction. Differentiated instruction training will continue to be provided to teachers through instructional coaches and mentor teachers. Digital curriculum training will also be provided throughout the year.
A safe and professional learning environment is established through the listed support systems as

well as the duty schedule for all instructional coaches and administration team for supervision during the day.

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	0	0	0	97	133	152	213	595
One or more suspensions	0	0	0	0	0	0	0	0	0	88	86	68	66	308
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	189	176	187	233	785
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	148	124	7	14	293

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	0	0	0	147	153	126	124	550

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	5	6	3	3	17

Date this data was collected

Saturday 7/28/2018

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	0	0	0	271	256	237	173	937
One or more suspensions	0	0	0	0	0	0	0	0	0	158	131	101	57	447
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	375	415	357	218	1365
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	172	184	0	0	356

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	0	0	0	278	288	179	109	854

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	0	0	0	271	256	237	173	937
One or more suspensions	0	0	0	0	0	0	0	0	0	158	131	101	57	447
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	375	415	357	218	1365
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	172	184	0	0	356

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	0	0	0	278	288	179	109	854

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?

Math performance of the lowest 25 percentile for the 2017-2018 school year is 8% below the state proficiency. However, Algebra 1 proficiency has decreased by 2% down to 29% since 2016. This is 13% lower than the state average proficiency.

ELA performance of the lowest 25 percentile for the 2017-2018 school year is 6% below the state proficiency. The 2016-2017 school year shows students performing at 3% below the state proficiency for the same subgroup. The performance of this subgroup has sustained a 38% proficiency in the last two years.

Which data component showed the greatest decline from prior year?

When reviewing specific course proficiencies within the Social Studies content area, U.S. History proficiency decreased by 3% from the 2016-2017 school year.

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

Math performance of the lowest 25 percentile in 2017-2018 shows an 8% proficiency gap from the state average. However, in comparison to the 2016-2017, there was an increase in school proficiency of 3% compared to the state average.

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

Math proficiency increased by 12% from 47% to 59%. Specifically, Geometry had an increase of 21% from the previous year.

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

Geometry PLC's began using and analyzing formative assessments and their data to drive instruction and remediation for individual students. The focus on the School Improvement Plan Goal of FSA Geometry proficiency led to the 21% increase as mentioned above.

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	62%	54%	56%	62%	51%	52%
ELA Learning Gains	53%	51%	53%	48%	47%	46%
ELA Lowest 25th Percentile	38%	40%	44%	35%	36%	38%
Math Achievement	59%	49%	51%	54%	40%	43%
Math Learning Gains	42%	44%	48%	61%	51%	39%
Math Lowest 25th Percentile	37%	39%	45%	58%	55%	38%
Science Achievement	72%	66%	67%	76%	66%	65%
Social Studies Achievement	75%	69%	71%	80%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	97 (271)	133 (256)	152 (237)	213 (173)	595 (937)
One or more suspensions	88 (158)	86 (131)	68 (101)	66 (57)	308 (447)
Course failure in ELA or Math	189 (375)	176 (415)	187 (357)	233 (218)	785 (1365)
Level 1 on statewide assessment	148 (172)	124 (184)	7 (0)	14 (0)	293 (356)

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
09	2018	63%	50%	13%	53%	10%
	2017	59%	49%	10%	52%	7%
Same Grade Comparison		4%				
Cohort Comparison						
10	2018	60%	49%	11%	53%	7%
	2017	60%	47%	13%	50%	10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	62%	9%	65%	6%
2017	67%	60%	7%	63%	4%
Compare		4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	65%	9%	68%	6%
2017	78%	64%	14%	67%	11%
Compare		-4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	29%	61%	-32%	62%	-33%
2017	29%	53%	-24%	60%	-31%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	65%	2%	56%	11%
2017	48%	43%	5%	53%	-5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		19%			

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	19	39	32	27	18	14	26	48		89	8
ELL	37	44	41	46	56	55	50	53		77	42
ASN	82	60	42	76	46		78	82		96	67
BLK	39	43	34	43	32	32	47	60		94	34
HSP	56	51	42	51	40	33	66	67		86	49
MUL	68	57		59	25		77	75		85	53
WHT	71	56	40	67	48	43	84	84		97	53
FRL	48	47	37	49	41	32	59	62		87	35

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	18	30	29	14	26	27	27	44		66	7
ELL	34	47	40	34	40	38	48	58		86	30
AMI	77	31		80	50						
ASN	78	58	33	68	53	25	79	87		92	59
BLK	40	43	33	27	31	24	52	58		91	28
HSP	52	47	38	39	38	30	59	75		92	46
MUL	63	57	38	47	42	9	68	94		86	47
WHT	71	55	41	55	45	30	79	86		95	50
FRL	45	43	34	33	34	28	53	63		87	37

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	Algebra I Proficiency
Rationale	Algebra I student proficiency has decreased by 2% down to 29% since 2016 this is 13% lower than the state average proficiency.
Intended Outcome	West Orange High School will increase the percentage of students achieving proficiency on the Algebra I FSA by from 29% to 31%.
Point Person	Kimberly Santana (kimberly.santana@ocps.net)
Action Step	
Description	Continue to include in Professional Learning Communities the review and analyzing of data on individual students to create instructional plans. Plan and Implement professional development with the use of instructional coaches to increase rigor in instruction. Continue to focus on standards-based instruction and utilize Curriculum Resource Materials (CRMS) provided by the district.
Person Responsible	Kimberly Santana (kimberly.santana@ocps.net)
Plan to Monitor Effectiveness	
Description	The school-based leadership team will monitor data and instructional plan implementation. Coaches will conduct coaching observations and provide feedback to teachers; administrators will monitor PLC collaboration to ensure focus on high yielding instructional practice. The school will utilize Progress Monitoring Activities (PMAs) and analyze performance data.
Person Responsible	Kimberly Santana (kimberly.santana@ocps.net)

Activity #2	
Title	ELA Proficiency
Rationale	ELA performance of the lowest 25 percentile is 6% below the state proficiency. The performance of this subgroup has sustained a 38% proficiency in the last two years.
Intended Outcome	West Orange High School will increase proficiency on the FSA ELA, specifically the students within the lower 25 percentile from 38% to 40%.
Point Person	William Floyd (william.floyd@ocps.net)
Action Step	
Description	Instructional coaches and academic mentors will work in small groups to support the lower 25 percentile. Continue the District Professional Learning Communities (DPLC) focus of close reading in all subject areas to increase literacy. Data and standards leaders within each PLC will facilitate data analysis and utilize instructional strategies based on student needs. Continue to have an intense focus on standards-based instruction.
Person Responsible	William Floyd (william.floyd@ocps.net)
Plan to Monitor Effectiveness	
Description	Through classroom observations and reviewing of lesson plans, administrators and coaches will ensure close reading strategies are being implemented. Administrator over departments will continually review and analyze ELA data with the PLC leads to develop and monitor data trends as well as plans for improvement. We will monitor student attendance at planned interventions.
Person Responsible	William Floyd (william.floyd@ocps.net)

Activity #3	
Title	Achievement Gap
Rationale	Our African American subgroup achieved a 39% proficiency level which reflects the largest reading proficiency student achievement gap when compared to our White subgroup with a 70% ELA proficiency.
Intended Outcome	West Orange High School will increase the reading proficiency of African American students by at least 3% increasing from 39% proficiency to at least 42% proficiency.
Point Person	William Floyd (william.floyd@ocps.net)
Action Step	
Description	West Orange High School will provide professional development to our instructional staff to better support Culturally Responsive Instruction with the support of an assigned school administrator to oversee MAO initiatives to include: Minority Leaders Scholars, Restorative Justice Circles.
Person Responsible	Marie Smith (marie.smith@ocps.net)
Plan to Monitor Effectiveness	
Description	Curriculum leaders will monitor identified students who are performing below level and provide additional resources to support reading. Provide instructional training on Culturally Responsive Instruction.
Person Responsible	Marie Owens (marie.owens@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.

Although we have excellent parental involvement, parents who are involved represent only a small portion of our student population demographically. Since the majority of our parent volunteers are upper middle class white females, we will continue efforts towards recruiting more minority parents, males, and parents from less affluent socioeconomic status groups. The school uses Connect Orange, Social Media, and other forms of commutation to communicate with parents and keep them abreast of their child's progress.

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.

West Orange High School utilizes a full-inclusion model, which provides a range of services to ESE students according to the necessary placement per their Individualized Education Plans. Students are placed in the Least Restrictive Environment, with some ESE students working towards mastery of standards through ACCESS points. Other students are provided services through Learning Strategies or Career Planning courses and are placed with certified ESE instructors. The placement process involves initial placement meetings, annual review meetings. Teachers are provided ongoing professional development as appropriate to the job role on best practices for inclusive education according to BPIE indicator 15.

West Orange implements effective models for positive behavioral supports and counseling through the school's Student Assistance and Family Empowerment Program (S.A.F.E) for students in need throughout the school environment. Students who need more intense support are provided with adequate referral services to include Agencies for specific counseling. Effective outreach efforts are also employed within the school to meaningfully involve parents in their children's education. In addition, the school provides sequenced, active, focused, and explicit opportunities for students to develop social-emotional skills and a sense of efficacy through opportunities to contribute to the school, classrooms, and surrounding community. West Orange High School provides AIM, a mentoring program for minority students and PEER, a peer counseling program that any student on our campus has access to.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that encourages productive discussion about instructional practices that promotes student engagement and yields high student learning. School personnel can clearly link collaboration to improvement results in instructional practices and student performances.

In addition, the Freshman Success program, which promotes student self-management and personal responsibility for academic success through an elective course includes instruction in transitioning from middle school. Strategies are embedded in this instruction to help organize and prepare students. Students participate in assemblies and a mentoring program that pairs up seniors with freshmen throughout the year.
West Orange High School also visits feeder middle schools and hosts consortium meetings.

Students visit tech centers to see additional opportunities that are available.

Students participate in several opportunities when state colleges visit the campus and provide students information and expectations of the college life after high school.
The district offers a college day where WOHS' juniors attend college admissions offices. WOHS has a College and Career Room available to students to access resources and additional guidance on the college process. The guidance department also has a junior/senior college and FASA night for parents and students.
The College and Career Specialist (CCS) coordinates trips to various state colleges providing students the opportunity to see and experience various institutions. The (CCS) also works on helping seniors complete their FAFSA applications.

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 MTSS team, which consists of instructional coaches and administration, meet bi-monthly to discuss performance data as it pertains to student and subgroup performance. Each assistant principal is responsible for certain areas/subgroups. They are supported by instructional coaches, the learning resource specialist, staffing specialist and curriculum leaders as needed.

The tiered model of delivery of instruction includes the general education classes which offer the core instruction. The supplemental or tier two instruction includes the intensive reading and intensive math classes offered to students who are unsuccessful on the EOC and those non proficient students. Tier three interventions take place with tutoring that is offered after school three days a week. This also includes the testing center where students are given a second chance to learn material and retake tests. Data sources used for fidelity checks at each level include the use of the following sources: IMS, EDW, formative assessment, IEP, referrals, ACCESS points, FSA, PERT, ACT, and SAT results.

SAI funds will be used on high needs teaching positions such as a reading coach, after school tutoring, and a testing center.

Targeted assistance money will be used for after school tutoring for non-proficient students and EOC retake students.

CTE will be used to increase industry certification rates in CIW (Certified Internet Web), MOS (Microsoft Office Specialist) Adobe and Comptia. Funds will be used for job training, ESE work program, violence prevention, SAFE programs such as PEER, Red Ribbon Week, Yellow Ribbon Week, Pink out month etc.

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

The active promotion of increased student participation and performance in Advanced Placement courses prompts counselors to meet with students in classes and individually to discuss goals, courses offered, dual enrollment, career opportunities and college visits with admissions representatives. Each student also creates an individual plan for academic success with his or her counselor. Additionally, Guidance Services works collaboratively with colleges to inform and support students and parents in graduation and college readiness goals. Seniors complete Post-Secondary Plan surveys. An essay-writing workshop is offered throughout the year to assist students with specifically addressing the needs of a college application essay. West Orange High School hosts a Teach-In during which business and community professionals teach students about various career options.

Part V: Budget

Total:	**$0.00**