

Duval County Public Schools

Arlington Middle School



2018-19 Schoolwide Improvement Plan

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Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

<http://www.duvalschools.org/arlingtonmiddle>

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	76%

School Grades History

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

School Board Approval

This plan is pending approval by the Duval 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.

All of our students will succeed in school, be prepared for the workforce and become interested, involved citizens.

Provide the school's vision statement.

To guide and oversee the implementation if a system of school improvements and accountability which will result in educational excellence and the highest level of student learning, and thereby, the opportunity for every Arlington Middle School student to be successful in a global economy, changing social structure and be both a contributing and productive citizen.

School Leadership Team

Membership

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

Name	Title
Daniels, Evan	Principal
Rohrbaugh, Ginger	School Counselor
Mitchell, Melissa	Teacher, K-12
Smith, Cassandra	Teacher, K-12
Smith, Tametra	Assistant Principal
Corprew, Lisa	Assistant Principal
Riley, Katrina	Other
Ruffin, Aletha	Assistant Principal
Johnson-Hart, Stephanie	Dean
Skylark, Tameka	Instructional Coach
Lax, Veronica	Instructional Coach

Duties

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

Evan Daniels (Principal): Mr. Daniels primary role and responsibility as principal of Arlington Middle School is to serve as the campus Instructional Leader. Through ongoing review of data and trends, Mr. Daniels is responsible with leading the charge with other campus leaders and work collaboratively to ensure student learning gaps are being addressed in a manner which ensures students have immediate opportunities to remediate academic deficiencies.

Ginger Rohrbaugh (Lead Counselor): Ms. Rohrbaugh is responsible for ensuring that school counselors play an active role in classroom guidance lessons while also ensuring students have opportunities for social and emotional needs to be addressed as needed. Ms. Rohrbaugh and her team also working with students to ensure they meet all academic requirements associated with matriculation through middle school.

Melissa Mitchell (Classroom Teacher): Ms. Mitchell serves as a classroom teacher in addition to Athletic Director at AMS. A veteran classroom teacher with data to support student academic success; Ms. Mitchell serves as a liaison between teachers and administration by serving on the leadership team. Mitchell is a valuable member of the team, as she provides insight related to district athletic expectations in addition to ensuring an equitable athletic program for all students at AMS.

Veronica Lax (Math Coach): Ms. Lax is joining the AMS Team as Math Coach this school year. Having been identified as a High Impact Teacher in one of the states most challenging buildings, Mrs. Lax is well respected by her peers. Lax works closely with teachers in math department and provides leadership and direction to classroom teachers as they deliver instruction that aligns with identified standards and framework.

Tameka Skylark (Reading Coach): Ms. Skylark has joining the AMS Team as Reading Coach this year. Ms. Skylark has a proven track record with moving the trajectory of students in the area of Reading (as a school based teacher and district specialist).

Cassandra Smith (Math Interventionist): Ms. Smith is a veteran teacher who serves as Math Interventionist at Arlington Middle School. A former classroom teacher and math coach; Ms. Smith is extremely skilled at working with students individually and ensuring mathematical gaps and deficiencies are addressed.

Lisa Corprew, Aletha Ruffin and Tametra Smith (Assistant Principals): AMS assistant principals are responsible for working with assigned core academic departments through Common Planning and PLC's. Assistant Principals are skilled at disaggregation of data and working collaboratively with district specialists in an effort to build partnerships and sustainability with teachers. Additionally APs work closely with principal to ensure campus vision is shared and evident within all contexts of schoolwide systems.

Kellie Trotter (FRVE): As Fully Released Varied Exceptional teacher, Mrs. Trotter brings a wealth of experience to the leadership team within the area of Special Education. Trotter is responsible for ensuring school maintains compliance associated with Individual Education Plans while working closely with Assistant Principal of Curriculum ensuring that identified students are scheduled according to IEP. Mrs. Trotter provides insight and leadership to campus special education teachers related to best practices and differentiated instructional needs.

Bobby Rivers (Dean of Students): Mr. Rivers is new to the campus for 1819 school year. Joining the team with a vast skillset related to student discipline and PBIS, Mr. Rivers works closely with classroom teachers while providing strategies on how to deal with "challenging" students. Additionally, Mr. Rivers monitors student discipline and serves as a campus liaison and district related to PBIS initiatives.

Stephanie Johnson-Hart): Mrs. Johnson Hart is joining the team this school year in an effort to address the culture and climate at Arlington Middle School. A former assistant principal, Ms. Hart has the temperament and skills in order to address student behavior while working with teachers and parents.

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

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	0	0	0	0	

Date this data was collected

Monday 7/16/2018

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	10	16	11	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	67	33	73	0	0	0	0	173
Course failure in ELA or Math	0	0	0	0	0	0	21	21	6	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	90	93	75	0	0	0	0	258

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	27	41	24	0	0	0	0	92

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	10	16	11	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	67	33	73	0	0	0	0	173
Course failure in ELA or Math	0	0	0	0	0	0	21	21	6	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	90	93	75	0	0	0	0	258

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	27	41	24	0	0	0	0	92	

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 Achievement performed the lowest. This component has consistently been a trend for the last 3 years.

Which data component showed the greatest decline from prior year?

Science Achievement (7 points)

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

ELA Achievement (32 points)

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

Social Studies Achievement (15 points). There is a trend associated with this data component. However, there may be a decline for the 1819 school year based on historical trends associated.

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

Improvements in the aforementioned area are evident due to an increased focus on student deficits. Students were strategically double-blocked to ensure their ability for additional academic support. District support was also provided through intense coaching cycle and strategic planning.

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	21%	42%	53%	29%	42%	52%
ELA Learning Gains	36%	47%	54%	44%	48%	53%
ELA Lowest 25th Percentile	32%	44%	47%	39%	44%	45%
Math Achievement	26%	46%	58%	35%	43%	55%
Math Learning Gains	45%	50%	57%	48%	49%	55%
Math Lowest 25th Percentile	46%	47%	51%	36%	45%	47%
Science Achievement	25%	45%	52%	32%	42%	50%
Social Studies Achievement	65%	82%	72%	55%	59%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (10)	0 (16)	0 (11)	0 (37)
One or more suspensions	0 (67)	0 (33)	0 (73)	0 (173)
Course failure in ELA or Math	0 (21)	0 (21)	0 (6)	0 (48)
Level 1 on statewide assessment	0 (90)	0 (93)	0 (75)	0 (258)

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	20%	44%	-24%	52%	-32%
	2017	17%	43%	-26%	52%	-35%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	23%	41%	-18%	51%	-28%
	2017	17%	44%	-27%	52%	-35%
Same Grade Comparison		6%				
Cohort Comparison		6%				
08	2018	22%	51%	-29%	58%	-36%
	2017	31%	50%	-19%	55%	-24%
Same Grade Comparison		-9%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	18%	42%	-24%	52%	-34%
	2017	12%	39%	-27%	51%	-39%
Same Grade Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2018	28%	50%	-22%	54%	-26%
	2017	24%	48%	-24%	53%	-29%
Same Grade Comparison		4%				
Cohort Comparison		16%				
08	2018	24%	31%	-7%	45%	-21%
	2017	27%	32%	-5%	46%	-19%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	23%	44%	-21%	50%	-27%
	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	94%	84%	10%	71%	23%
2017	44%	65%	-21%	69%	-25%
Compare		50%			
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	68%	61%	7%	62%	6%
2017	86%	70%	16%	60%	26%
Compare		-18%			

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

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	24	25	15	42	43	16	30			
ELL	14	24	20	25	45	31	23				
BLK	18	34	33	23	41	43	22	65	59		
HSP	20	27	20	25	43	41	26				
MUL	32	61		28	46						
WHT	29	43	37	34	53	59	38	50	60		
FRL	20	35	32	26	43	44	23	61	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	6	27	27	8	22	23	13	15			
ELL	12	43	44	13	27	25	17				
ASN	21	42		36	46						
BLK	21	31	27	21	30	29	27	44	54		
HSP	31	45	42	30	32	33	42	63	50		
MUL	33	45		16	30						
WHT	29	40	47	37	41	48	37	64	45		
FRL	21	35	33	23	32	33	29	45	45		

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	ELA Achievement
Rationale	Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.
Intended Outcome	Summative Targets Proficiency: 25% Learning Gains: 51% L25 Learning Gains: 49%
Point Person	Lisa Corprew (corprewl@duvalschools.org)
Action Step	
Description	<ul style="list-style-type: none"> *Hire additional personnel to support teachers and students to ensure student achievement increases *Purchase additional resources to enhance learning opportunities for increased student achievement *Train support personnel *Train instructional staff on utilization of additional resources *Align Reading Strategies to cross-curricular core (specifically Science). This will assist student performance in the area of decoding non-fiction in addition to other literacy concepts. *Study Island will serve as a supplemental resource for students during After School Program. In turn, this interactive student engagement supplement will assist in ensuring student performance in the area of science.
Person Responsible	Evan Daniels (danielse1@duvalschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Review Achieve data bi-weekly with data coach and classroom teachers *Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices *Fidelity checks on training and implementation
Person Responsible	Evan Daniels (danielse1@duvalschools.org)

Activity #2	
Title	Math Achievement
Rationale	Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.
Intended Outcome	Summative Targets Proficiency: 30% Learning Gains: 55% L25 Learning Gains: 53%
Point Person	Tametra Smith (smitht4@duvalschools.org)
Action Step	
Description	<ul style="list-style-type: none"> *Hire additional personnel to support teachers and students to ensure student achievement increases *Purchase additional resources to enhance learning opportunities for increased student achievement *Train support personnel *Train instructional staff on utilization of additional resources
Person Responsible	Evan Daniels (danielse1@duvalschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Review iReady data bi-weekly with data coach and classroom teachers *Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices *Fidelity checks on training and implementation
Person Responsible	Evan Daniels (danielse1@duvalschools.org)

Activity #3	
Title	Climate and Culture
Rationale	Based on data, we need to ensure connections are being made among faculty, staff and students so that they are moving in the same direction, through common vision, practices and effective systems.
Intended Outcome	Summative Targets: Decrease students referred to alternative school and SESIR incidents by 26%: (Alt School - decrease students referred to alt school from 34 to 25) (SESIR - decrease incidents from 422 to 312) (Total Referrals - decrease total referrals from 3032 to 1800)
Point Person	Evan Daniels (danielse1@duvalschools.org)
Action Step	
Description	* Hire additional personnel to support teachers and students to ensure an increase in culture and climate incidents that align with school goal, vision and practices.
Person Responsible	Evan Daniels (danielse1@duvalschools.org)
Plan to Monitor Effectiveness	
Description	*Review school discipline data bi-weekly with data coach, administration, deans and classroom teachers *Administration will conduct walk-throughs to collect and analyze observational data related to culture and climate *Fidelity checks on training and implementation
Person Responsible	Evan Daniels (danielse1@duvalschools.org)

Activity #4	
Title	Developing Teachers and Instructional Support Staff
Rationale	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
Intended Outcome	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
Point Person	Evan Daniels (danielse1@duvalschools.org)
Action Step	
Description	<ul style="list-style-type: none"> o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.
Person Responsible	Evan Daniels (danielse1@duvalschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Frequently following up after each coaching cycle with the teachers and the students. *Increased student achievement and student performance *Observational data: positive learning culture, standard based instruction
Person Responsible	Evan Daniels (danielse1@duvalschools.org)

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.

To increase the PTSA (Parent Teacher Student Association) from 3% (16) to 5% (39) by

- Promoting PTSA membership drive.

- Developing at least three(3) no more than five(5) school sponsored events throughout the school year
- Encouraging School Uniform Policy
- Providing a Parent Compact to all students

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. Support programs and personnel available to students include:

- C.I.S. Communities In Schools
- A.F.L. Achievers For Life Program
- Full Service Schools Program
- School Counselors / Café Corner
- ESOL Paraprofessional
- ESE Support Facilitators
- PRIDE Academy
- Bridge to Success Program
- United Way of Northeast Florida
- SRO
- Mental Health Awareness Training
- National Junior Honor Society
- Student Council
- Challenge Day Club
- 5000 Role Models of Excellence
- No Nonsense Nurturing
- Boy Scouts
- Get Real
- Team Up Program
- Girls Inc

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

- * Florida CHOICES
- * College and Career planning through the U.S. History curriculum
- * IEP transition plans for students with disabilities

Arlington Middle School offers students 8th Grade Transition Nights and feeder pattern 5th graders are invited to tour the school. We partner with our immediate, direct feeder schools, Parkwood Heights Elementary and Terry Parker High School. Orientation, Open House and evening Family Events offer parents, students and community members the opportunity to tour the campus, collaborate with employees and coordinate transition support.

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 data-based problem-solving processes for implementing and monitoring MTSS/SIP includes several levels. On the school-wide level, Shared Decision Making Team will implement the necessary structures and procedures to facilitate the smooth operation of the school. The team meets monthly on the second Monday to address any concerns. On the department level, teachers participate in PLCs and common planning, supported by coaches and administrators, to address teacher and student needs by subject area. On the individual teacher level, teachers will be monitored and supported by coaches and teachers needing intensive support who will participate in coaching cycles with the subject area coach. On the individual student level, ESE/ESOL students will be monitored and supported by designated Support Facilitators. Weekly Design Team meetings are conducted with Principal, Assistant Principal, Reading Coach, Math Coach, Site Coach PDF, Deans and Wrap Around Service support personnel with discussions surrounding updated school data, testing calendar and data highlights or needs. Administrator and Academic Coach meetings follow the Design Team meetings on a weekly basis. Discussions entail observations and feedback from classroom visits relating to core instruction, teacher needs, resource allocation, coaching cycles, differentiation, data chats and upcoming events. Bi-weekly meetings occur between the Principal/Assistant Principal and the ESE department to ensure that services are consistently being provided to students (i.e. support facilitation and consultation) and to determine students who need to participate in the MRT process.

Arlington Middle School is a Title 1 school that receives local, state and federal allocations. All entities are integrated throughout the school making positive impact within various organizations and safety nets. We use Title 1 to funds to enhance academic opportunities for students. (1) additional instructional staff (Reading Coach, Math Coach, 1 science teacher and 2 math teachers), (2) instructional consumable materials/suppliespurchase research based supplemental materials and (3) parent liaison to assist with meeting needs of parents.

Additional SAI and USIG Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile and low socio-economic subgroups of students in ELA, math, and science. In addition to using resources for academic improvement and critical support personnel positions. All federal and local funds are used to help improve student achievement and socio-emotional growth.

Additional SAI and UNISIG Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile and low socio-economic subgroups of students in ELA, math, and science. In addition to using resources for academic improvement and critical support personnel positions. An additional dean was purchased via UNISIG funds to assist with addressing culture and climate, a science teacher to address deficits at the 8th grade level and a paraprofessional that supports our learning lab for all accountability areas. All federal and local funds are used to help improve student achievement and socio-emotional growth. Funds support Saturday School, after school tutorials, Academic Coaches (Reading and Math), Corrective Reading and ACALETICS.

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

Partnering with the SAC businesses and community leaders to provide guest speakers through the US History classes.

School wide participation in college/career shirt day every early dismissal Wednesday. The campus

screams the theme of M.I.N.D.S.E.T. (Moving In a New Direction Striving for Excellence Together) through post secondary choices. College pennants, "future" occupation stickers on all classroom doors and positive motivation decals throughout the building.

The guidance department will host an annual Career Night for both students and parents to encourage parents to participate in their student's future career success.

Course selection process occurs annually whereas individual students are advised and then allowed to choose courses of interest for the subsequent year. School Counselors meet with students to advise about academic opportunities, grades/GPAs, test scores, career planning and preparation for high school. We also house some wrap around services (Achievers for Life, Communities in Schools, Team Up, etc.) in which the coordinators are located on campus. The services provided include: family support/ education, mentoring and academic support.

Part V: Budget

Total:

\$362,353.75