Orange County Public Schools

Judson B Walker Middle

2018-19 Schoolwide Improvement Plan

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Judson B Walker Middle

150 AMIDON LN, Orlando, FL 32809

https://walkerms.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	91%

School Grades History

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

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 producers 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
Watson, Rebecca	Principal
	Assistant Principal
Berriz, Sara	Instructional Coach
Hayward, Jacquelyn	Dean
Sicard-Minuty, Olivia	School Counselor
Tolliver, Tisha	Other
Garroni, Natalia	Instructional Coach
Davis, Christopher	Assistant Principal
Martinez, Nancy	Assistant Principal

Duties

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

Principal: The Principal provides a common vision and direction for Walker Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision-making process. Data-based decision-making is important as the principal oversees curriculum and instruction and ensures the School Improvement Plan is implemented throughout the school year. Communication flow and decision-making occurs through a system of distributed leadership including:
Admin Team: Principal and Assistant Principals
Core Leadership Team: Principal, Assistant Principals, Deans, Coaches, ELL Compliance Specialist, Staffing Specialist, Guidance Counselors
MTSS: Principal, Assistant Principals, Deans, Coaches, Guidance Counselors, Intervention specialists
Data Meetings: Principal, Assistant Principals, Instructional Coaches, and content area teachers

Decisions are discussed and evaluated by these individuals as members of the school-based leadership team and communicated to the stakeholders.

Assistant Principals: The Assistant Principals work to support the vision and mission of Walker Middle School. They analyze behavioral and academic data to determine areas of focus. They support

faculty development, curriculum, and instruction, provide teacher and staff support, and monitor planning and delivery of standards-based instruction. In addition, these individuals monitor the safety and security of the school environment for students, staff, and the community.

Instructional Coaches (literacy/math/science/CRT), Intervention specialists: The instructional coaches provide content area support across grade levels. They work with the department members as they plan and deliver
standards-based instruction focusing on the cognitive demands of the standards. The coaches model lessons, plan with teams, analyze student achievement data, and support teachers with aligned instructional strategies. The coaches are members of the MTSS team and participate in the process as they assist teachers and the team to develop appropriate intervention plans based on available data. They also assist in ensuring that progress monitoring is conducted on a regular basis in all content areas. These staff members may provide academic support directly to students in the form of intervention and remediation with the intention of increasing student academic success. Intervention specialists regularly pull small groups of students or push in classrooms to teach small groups for remediation of gap skills and reteach of grade level standards.

Guidance Counselors: At Walker Middle School, the guidance counselors collaborate on school-wide initiatives to increase student achievement and provide behavioral support. They work closely with the teachers through MTSS. The instructional coaches, guidance counselors, and classroom teachers work together to determine appropriate interventions for students. Their involvement with the MTSS Team includes, but is not limited to:
• Previewing and gathering data necessary to prepare for a School Support Team (SST) meeting
• Participating in the SST/Problem Solving Team's review and evaluation of student data
• Utilizing problem-solving skills to help identify and assess the learning, development, adjustment characteristics and needs of students as well as the environmental factors affecting learning
• Scheduling and facilitating meetings initiated/triggered by student academic referrals

School Social Worker: Our Social Worker is a resource to the leadership team, students, and families. The School Social Worker will observe and meet with family members in order to assist them in accessing available resources in the community. The School Social Worker will also suggest interventions and provide guidance to the team in the problem-solving process.

CCT: This position goes beyond compliance and paperwork to take an active role in the decision making
process on the leadership team. As the facilitator of the ELL PLC, the CCT works with
teachers to build their capacity with ELL strategies during classroom instruction. The CCT also ensures that ELL testing is completed with fidelity. This position is also responsible for parent communication and building relationships with the surrounding community.

ESE teacher/compliance specialist: This individual works to make sure all ESE students receive the services they are entitled to based on their IEP. The ESE compliance specialist also meets with teachers and family members to ensure the needs of every child are aligned with the services they receive and communicates this information to all concerned parties. This individual also works with teachers in the classroom to provide instruction to students.

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	96	65	88	0	0	0	0	249
One or more suspensions	0	0	0	0	0	0	20	16	17	0	0	0	0	53
Course failure in ELA or Math	0	0	0	0	0	0	129	93	90	0	0	0	0	312
Level 1 on statewide assessment	0	0	0	0	0	0	230	212	170	0	0	0	0	612

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	75	88	0	0	0	0	265

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	1	3	0	0	0	0	0	4

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	72	87	144	0	0	0	0	303
One or more suspensions	0	0	0	0	0	0	75	82	84	0	0	0	0	241
Course failure in ELA or Math	0	0	0	0	0	0	22	2	9	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	127	187	137	0	0	0	0	451
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	71	90	81	0	0	0	0	242

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	72	87	144	0	0	0	0	303
One or more suspensions	0	0	0	0	0	0	75	82	84	0	0	0	0	241
Course failure in ELA or Math	0	0	0	0	0	0	22	2	9	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	127	187	137	0	0	0	0	451
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	71	90	81	0	0	0	0	242

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?

Mathematics across all grade levels.
Achievement- 16% decrease
Learning gains- 32% decrease
Lowest 25- 29% decrease

Which data component showed the greatest decline from prior year?

Learning gains in Mathematics- a decrease of 32%

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

Mathematics- specifically 6th grade
Walker- 24%
State average- 58%
Gap- 34%

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

Teacher retention- Reduced from 40% 17-18 to 10% in 18-19
School-wide daily attendance between 95-100% increased from an average of 55.7% in 16-17 to 65.7% in 17-18
School-wide behavioral data showed improvements decreasing by as much as 15% monthly in comparison to 16-17.

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

Building a positive culture that is supportive of both staff and students. Monthly appreciation activities for staff. Reward programs, such as perfect attendance, for students.
Common area expectations, positive relationship building with students, and clear expectations were communicated to all students.

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	31%	52%	53%	39%	52%	52%
ELA Learning Gains	36%	50%	54%	50%	53%	53%
ELA Lowest 25th Percentile	33%	42%	47%	44%	44%	45%
Math Achievement	29%	53%	58%	42%	53%	55%
Math Learning Gains	31%	51%	57%	49%	53%	55%
Math Lowest 25th Percentile	29%	44%	51%	46%	46%	47%
Science Achievement	35%	51%	52%	36%	48%	50%
Social Studies Achievement	48%	68%	72%	58%	67%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	96 (72)	65 (87)	88 (144)	249 (303)
One or more suspensions	20 (75)	16 (82)	17 (84)	53 (241)
Course failure in ELA or Math	129 (22)	93 (2)	90 (9)	312 (33)
Level 1 on statewide assessment	230 (127)	212 (187)	170 (137)	612 (451)

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	26%	48%	-22%	52%	-26%
	2017	34%	52%	-18%	52%	-18%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2018	28%	48%	-20%	51%	-23%
	2017	38%	52%	-14%	52%	-14%
Same Grade Comparison		-10%				
Cohort Comparison		-6%				
08	2018	34%	55%	-21%	58%	-24%
	2017	34%	52%	-18%	55%	-21%
Same Grade Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	24%	35%	-11%	52%	-28%
	2017	37%	43%	-6%	51%	-14%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2018	12%	51%	-39%	54%	-42%
	2017	31%	52%	-21%	53%	-22%
Same Grade Comparison		-19%				
Cohort Comparison		-25%				
08	2018	16%	32%	-16%	45%	-29%
	2017	20%	30%	-10%	46%	-26%
Same Grade Comparison		-4%				
Cohort Comparison		-15%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	31%	49%	-18%	50%	-19%
	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	41%	66%	-25%	71%	-30%
2017	56%	67%	-11%	69%	-13%
Compare		-15%			

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	72%	61%	11%	62%	10%
2017	85%	53%	32%	60%	25%
Compare		-13%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	85%	65%	20%	56%	29%
2017	90%	43%	47%	53%	37%
Compare		-5%			

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	8	23	22	11	28	27	4	18			
ELL	14	30	31	16	29	30	16	35	74		
ASN	63	60		68	57		50	92	83		
BLK	29	34	26	27	28	31	38	48	77		
HSP	29	34	36	28	31	27	33	45	68		
MUL	46	54		31	46						
WHT	37	41	38	29	28	36	26	54	90		
FRL	32	37	34	29	30	29	32	47	75		

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	14	28	26	12	35	37	11	26			
ELL	15	36	34	24	49	44	13	38	82		
ASN	60	46		71	59		70	60			
BLK	35	40	40	42	55	47	33	73	97		
HSP	36	45	37	41	55	49	36	61	81		
MUL	59	41		53	71						
WHT	55	58	33	48	57	59	68	50	85		
FRL	39	45	36	43	56	49	41	62	86		

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	Increased focus on rigorous, standards-based instruction in all areas
Rationale	There was a decrease in all academic areas ranging from 3% to 32%. All teachers and academic areas will be responsible for delivering on grade level rigorous standards-based instruction.
Intended Outcome	Academic achievement and proficiency will increase in all areas as a result of an increased focus on rigorous, standards-based instruction, use of high effect instructional strategies, and targeted intervention and enrichment for students.
Point Person	Rebecca Watson (rebecca.watson@ocps.net)
Action Step	
Description	Feedback and support from academic coaches and intervention specialists-weekly Feedback through iObservation. Teachers will meet twice per week for lesson planning, analyzing data, increasing teacher content knowledge, and common assessment writing. District and Corrective programs personnel to assist and guide implementation and provide feedback. Specific feedback on lesson plans. Lesson plans will be uploaded to a common location and monitored by admin- weekly Intervention specialists will push in for Tier1 instruction and pull out for Tier 2 and Tier 3 intervention on gap skills and grade level reteach. Data analysis and MTSS processes to target students for intervention and enrichment. Establishment of morning tutoring and continuation of after school and Saturday tutoring. Specific attention to all levels for learning gains will be paramount in PLC conversations.
Person Responsible	Rebecca Watson (rebecca.watson@ocps.net)
Plan to Monitor Effectiveness	
Description	Principal, admin, and coaches will conduct bi-weekly instructional reviews to monitor implementation. Data chats will occur on four levels: Principal to admin, Admin to coaches, Admin/coaches to teacher, teacher to student. iReady reports, PMA reports, and common assessment data utilizing Dataview to analyze. MTSS study meetings. Specific monitoring of lesson plans. Reflection on coaching tasks and effectiveness with all academic coaches and intervention specialists.
Person Responsible	Rebecca Watson (rebecca.watson@ocps.net)

Activity #2	
Title	Increase proficiency in Mathematics
Rationale	Mathematics proficiency fell in all areas including learning gains and lowest 25% learning gains.
Intended Outcome	Mathematics proficiency will increase in all areas, including the deficiencies from 2017-2018 and exceeding the previous goals.
Point Person	[no one identified]
Action Step	
Description	Job-embedded professional development, including a focus on increasing teacher content knowledge. Coaching cycle and support for teacher implementation- new math coach. Feedback using iObservation. Feedback on lesson plans uploaded to a common site. Twice per week collaborative sessions (PLC) for teacher planning, data analysis, learning, and writing of assessments. Intervention specialist to push in during Tier 1 instruction and pull out during Tier 2 and Tier 3 instruction. (2 specialists). District and Corrective Programs assistance. Teachers will follow FCIM process for problem solving and planning intervention and enrichment. Establishment of morning tutoring and continuation of afterschool and Saturday tutoring.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	Principal, admin, and coaches will conduct bi-weekly instructional reviews to monitor implementation. Data chats will occur on four levels: Principal to admin, Admin to coaches, Admin/ coaches to teacher, teacher to student. iReady reports, PMA reports, and common assessment data utilizing Dataview to analyze. MTSS study meetings. Specific monitoring of lesson plans. Reflection on coaching tasks and effectiveness with math coach.
Person Responsible	[no one identified]

Activity #3	
Title	Content area literacy focusing on academic vocabulary
Rationale	Students have limited academic and content area vocabulary and literacy strategies. This is evidenced in low scores in comprehension in ELA and also other state assessments that have a large reading component. 34% of students speak a first language other than English as well. This area of focus also aligns with the DPLC including a focus on close reading and student discourse.
Intended Outcome	As a result of focused literacy strategies in all content areas, a common literacy system will be developed and fully implemented. Student proficiency in all academic areas will increase due to the use of literacy strategies and vocabulary instruction.
Point Person	Rebecca Watson (rebecca.watson@ocps.net)
Action Step	
Description	Participation in DPLC- focus on close-read, student discourse, and higher order questioning. Focused vocabulary instruction using the Marzano 6-step method. Targeted vocabulary instruction in DLA/DLAR class. MTSS support through MTSS team. Instructional coaching support for teacher effectiveness in implementation of strategies. ELL/ESE strategies implemented in lessons. ELL/ESE specific PLC sessions for targeted teacher support. Use culturally relevant text and multimedia in lessons.
Person Responsible	Rebecca Watson (rebecca.watson@ocps.net)
Plan to Monitor Effectiveness	
Description	Monthly walkthroughs to monitor specifically the implementation of the literacy system strategies. Lesson plans with feedback. iObservation feedback from administrators. Coaching support and feedback. Data analysis
Person Responsible	Rebecca Watson (rebecca.watson@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.

Walker Middle School provides opportunities for local businesses to interact with families of students at various events for example; Teach-in, STEM night, etc. This builds a mutually beneficial partnership

between the school and community and also provides a way for local businesses, such as Wells Fargo, to educate more people about their services and products. This partnership also provides opportunities for community members to participate in campus beautification and mentoring services at Walker Middle School. A Parent and Family Engagement Plan is attached with additional strategies outlined.

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.

There are multiple levels of services to support the social-emotional needs of all students. Two guidance counselors provide support and counseling to students. For long-term care and support, students can receive counseling services from highly qualified counselors at the Family Service Center located on the school's campus. School counselors may also refer students to local agencies in the community via SEDNET that serve both students and families. Other less intensive counseling and mentoring opportunities are provided through caring teachers, City Year Corps members, Elevate Orlando, the YMCA after-school program, school guidance counselors, school psychologist, school social worker, the school's SAFE coordinator, and school leadership team members. A Multi-tiered System of Support (MTSS) is a systematic process used to discuss the needs of all students that targets those who are at risk both academically and those who struggle behaviorally; thereby, providing interventions for students who need additional help and support. Students experiencing homelessness are supported through the school guidance counselors. Other organizations that assist in helping needy families include an agency that operates the school's "Love Pantry" through the guidance office. The OCPS Food and Nutrition Services Office provide free meals to our students each school day. Students who participate in the after-school YMCA program also receive dinner.

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

Strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another at Walker Middle School are as follows:

Incoming Sixth Graders:
The counselor(s) visits feeder elementary schools to present middle school expectations to incoming 6th-grade students. Students also have the opportunity to visit and receive a tour of Walker Middle School, select elective courses, and receive additional information regarding clubs and activities. During the summer, Walker Middle School partners with Oak Ridge Neighborhood Center for Families to offer a course on how to survive middle school. Incoming sixth grade ESE students receive a one-day session preparing them for what to expect when they come to middle school. The students are able to tour the school, meet the teachers, and get to know their peers.

Outgoing Eighth Graders:
Walker Middle School offers morning and afternoon tutoring, course recovery, and summer school to prepare students academically for high school. Counselors from the two high schools (Oakridge High School and Cypress Creek), that Walker Middle School students feed into, arrange a meeting with students to select their classes and present high school expectations. The high schools invite the incoming 9th-grade parents and students to their campus for a Freshman Orientation.

School-wide:
Walker Middle School offers AVID to sixth through eighth grade students. AVID provides career and college readiness through instruction on the five pillars of Writing, Inquiry, Collaboration, Organization, and Reading.

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.

Data-based decision-making is fundamental to the school leadership team when identifying and aligning resources. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. After reviewing multiple sources of data and identifying trends, the decision was made to allocate Title 1 funds for the following resources: Math Coach, Literacy Coach, Reading Coach, staff development, professional learning materials, technology tools (Algebra/ Geometry Nation, STEM resources, etc.), and additional books for the media center.

Title III funds are used to provide technology tools, reading materials, Saturday language lab for ELL students and their families, and instructional materials to enhance the learning experiences of our ELL students. These funds are also used to purchase bilingual paraprofessionals for our ELL students.

Funds are used to extend the operating hours of our media center twice a week so that our families and students have access to technology and other resource materials beyond the normal school day.

Budget meetings are held on a weekly basis with the Principal, assistant principals, bookkeeper, and secretary in order to ensure accurate coordination of federal, state, and local funds, services, and programs.

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

Guidance counselors review the course offerings for our incoming students during the spring. The AVID coordinator and counselors visit our elementary feeder schools to explain course offerings and middle school expectations. Parent information meetings are also held for incoming sixth-grade students to provide information about program offerings and middle school expectations. Guidance counselors introduce academic and career planning with all students in the eighth grade; students are guided to select a path of study and build a plan for the future using Naviance. Guidance counselors will follow the scope and sequence for implementation of this program and teach lessons to students throughout the year covering content assigned to grade levels. This program is supported by the U.S. History classes during the fourth quarter of the school year. Throughout the year, students are given information about available program paths in high school which include: Magnet, Dual Enrollment, International Baccalaureate, Advanced Placement and AVID. Counselors from our feeder high schools also come in to meet with rising ninth graders and help with course selection.

Part V: Budget

Total:	**$455,248.75**