
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	15
Budget to Support Goals	17

Denison Middle School

400 AVENUE A SE, Winter Haven, FL 33880

schools.polk-fl.net/denisonmiddle

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2017-18 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">96%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">72%</p>

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

Denison Middle School will provide a diverse 21st century learning experience.

Provide the school's vision statement.

At Denison Middle School we will:

Provide a challenging, standards based educational program, preparing students for success in high school and beyond

Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students

Provide a caring, nurturing environment in which all students can feel supported and safe emotionally, intellectually, and physically

Build positive personal characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique.

Prepare our students for college and careers.

School Leadership Team

Membership

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

Name	Title
Christian, Terri	Principal
Mills-Coleman, Mona	Instructional Coach
Thomas, Curtis	Assistant Principal
Smith, Constance	Assistant Principal
Howard, Niculina	Instructional Coach
Potter, Marie	Instructional Coach
Kundu, Monali	Instructional Coach
Cheatom, Lisa	Dean

Duties

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

Principal: Terri Christian

The principal is the educational leader of Denison Middle School, and its chief administrative and supervisory officer. Operating under the applicable state laws and regulations of the School Board, she is the delegated representative of the Superintendent, responsible for the supervision and control of students, programs, and personnel in her school as well as the management and maintenance of the building, grounds, and equipment. She works to make the school a vital and understandable force for the good of the community.

Assistant Principal for Administration: Curtis Thomas, Jr

The Assistant Principal for Administration assists in the implementation of educational, administrative,

and counseling activities of a school (Facilities & Discipline).

Assistant Principal for Curriculum: Connie Smith

The Assistant Principal for Curriculum Development assists the principal in the areas of curriculum development, implementation, student assessment and faculty evaluation and supervision.

Assistant Principal II: Sarah Miranda

The Assistant Principal II assists the Assistant Principal for Administration and Curriculum in the areas of facilities, discipline, and curriculum.

Instructional Coach: Mona Mills Coleman

This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support,

resulting in improved effectiveness of classroom instructional practices and enhanced student achievement in Literacy.

Instructional Coach: Monali Kundu

This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support,

resulting in improved effectiveness of classroom instructional practices and enhanced student achievement in Science.

Instructional Coach: Marie Potter

This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support,

resulting in improved effectiveness of classroom instructional practices and enhanced student achievement in Math.

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	0	0
One or more suspensions	0	0	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	0	0
Level 1 on statewide assessment	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	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	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 7/10/2018

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	28	21	24	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	87	100	92	0	0	0	0	279
Course failure in ELA or Math	0	0	0	0	0	0	0	6	9	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	71	103	90	0	0	0	0	264

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	54	93	82	0	0	0	0	229

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	28	21	24	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	87	100	92	0	0	0	0	279
Course failure in ELA or Math	0	0	0	0	0	0	0	6	9	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	71	103	90	0	0	0	0	264

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	54	93	82	0	0	0	0	229

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?

Sixth grade Math proficiency performed the lowest with 22% proficiency. This is not a trend in the performance data.

Which data component showed the greatest decline from prior year?

Seventh grade ELA showed the greatest decline. There was a 10 point decline.

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

Sixth grade Math had the largest gap with a 30 point difference when compared to the state average.

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

Algebra and Geometry components showed the greatest improvements at 35 and 33 points respectively. This is a positive trend with a 19 and 22 point increase respectively.

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

School actions in this area included student placement, a change in instructors and close monitoring of student performance.

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	33%	46%	53%	35%	48%	52%
ELA Learning Gains	41%	47%	54%	49%	51%	53%
ELA Lowest 25th Percentile	35%	42%	47%	43%	46%	45%
Math Achievement	32%	49%	58%	25%	47%	55%
Math Learning Gains	45%	51%	57%	40%	49%	55%
Math Lowest 25th Percentile	42%	51%	51%	43%	45%	47%
Science Achievement	31%	47%	52%	28%	44%	50%
Social Studies Achievement	71%	86%	72%	51%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (28)	0 (21)	0 (24)	0 (73)
One or more suspensions	0 (87)	0 (100)	0 (92)	0 (279)
Course failure in ELA or Math	0 (0)	0 (6)	0 (9)	0 (15)
Level 1 on statewide assessment	0 (71)	0 (103)	0 (90)	0 (264)

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	29%	41%	-12%	52%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	33%	45%	-12%	52%	-19%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	25%	42%	-17%	51%	-26%
	2017	35%	45%	-10%	52%	-17%
Same Grade Comparison		-10%				
Cohort Comparison		-8%				
08	2018	40%	49%	-9%	58%	-18%
	2017	35%	46%	-11%	55%	-20%
Same Grade Comparison		5%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	22%	40%	-18%	52%	-30%
	2017	17%	39%	-22%	51%	-34%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	27%	40%	-13%	54%	-27%
	2017	26%	40%	-14%	53%	-27%
Same Grade Comparison		1%				
Cohort Comparison		10%				
08	2018	23%	34%	-11%	45%	-22%
	2017	14%	36%	-22%	46%	-32%
Same Grade Comparison		9%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	30%	42%	-12%	50%	-20%
	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	71%	84%	-13%	71%	0%
2017	53%	62%	-9%	69%	-16%
Compare		18%			

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	88%	60%	28%	62%	26%
2017	52%	43%	9%	60%	-8%
Compare		36%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017	66%	34%	32%	53%	13%
Compare		-66%			

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	17	35	29	15	43	40	14	60			
ELL	15	33	33	17	34	36		60			
ASN		70			60						
BLK	22	35	37	21	42	45	19	56	94		
HSP	29	39	33	30	44	41	29	54	73		
MUL	50			33							
WHT	46	46	34	44	49	38	43	93	72		
FRL	30	40	38	28	43	40	25	66	73		

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	41	40	10	35	38	17	40			
ELL	18	41	45	6	43	59		25			
BLK	24	37	35	14	40	44	22	38	42		
HSP	33	52	52	24	38	56	31	54	67		
MUL	62	58		50	64						

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
WHT	44	53	44	32	45	47	36	65	46		
FRL	30	46	43	20	39	46	22	53	48		

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
Rationale	Student performance data trailed state data in proficiency (20 points), gains(13 points) and L25%(12 points). Schoolwide ELA performance decreased in proficiency, gains, and lowest 25% from the prior year data. 8th grade showed the greatest increase compared to 6th and 7th grade students.
Intended Outcome	Increase student performance in proficiency, gains and L25% to match state performance levels.
Point Person	Terri Christian (terri.christian@polk-fl.net)
Action Step	
Description	Teachers will plan in a team setting to deliver rigorous standards based instruction. STAR Reading will be utilized to get a baseline of student performance and track student growth during the year. All core content area teachers will plan together to deliver a comprehensive, literacy rich program of instruction. A schedule will be created that outlines expectations and deliverables for each planning session. Classroom libraries are provided to enhance rigor and classroom instruction. Ongoing professional development will be provided to support student engagement and sustain effective planning and lesson delivery. Learning Sciences International's standards-based classroom teaching maps will be utilized in the planning process. The Reading Interventionist will provide intensive intervention and support for students requiring Tier 2/Tier 3 supports. Learning targets will be utilized to provide direction for teachers and students.
Person Responsible	Mona Mills-Coleman (mona.millscoleman@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Common assessments will be utilized to monitor the effectiveness of planning and lesson delivery. District assessment tools will be utilized as well. Classroom observations will focus on all EPC's with particular focus on student engagement and rigorous instruction. This monitoring will take place through non-evaluative walkthroughs, evaluative walkthroughs, lesson plan review. Coaching cycles will be utilized to provide targeted support to teachers. Administrative calibration walks will be conducted as well. STAR Reading will be utilized to get a baseline of student performance and track student growth during the year. District progressing monitoring will be administered throughout the year as scheduled.
Person Responsible	Terri Christian (terri.christian@polk-fl.net)

Activity #2	
Title	Math
Rationale	Student performance data trailed state data in proficiency (26 points), gains(12 points) and L25%(9 points). Schoolwide Math performance increased in proficiency(8 points) and learning gains (3 points). There was a decrease in lowest 25% by 6 points from the prior year data. 7th grade showed the greatest increase compared to 6th and 8th grade students.
Intended Outcome	Increase student performance in proficiency, gains and L25% to match state performance levels.
Point Person	Constance Smith (constance.smith@polk-fl.net)
Action Step	
Description	Teachers will plan in a team setting to deliver rigorous standards based instruction. All core content area teachers will plan together to deliver a comprehensive, literacy rich program of instruction. A schedule will be created that outlines expectations and deliverables for each planning session. Classroom libraries are provided to enhance rigor and classroom instruction. Ongoing professional development will be provided to support student engagement and sustain effective planning and lesson delivery. Professional development will be provided on the use of manipulatives to support student engagement in instruction. Learning Sciences International's standards-based classroom teaching maps will be utilized in the planning process. The Math Interventionist will provide intensive intervention and support for students requiring Tier 2/Tier 3 supports. Learning targets will be utilized to provide direction for teachers and students.
Person Responsible	Marie Potter (marie.potter@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Common assessments will be utilized to monitor the effectiveness of planning and lesson delivery. District assessment tools will be utilized as well. Classroom observations will focus on all EPC's with particular focus on student engagement and rigorous instruction. This monitoring will take place through non-evaluative walkthroughs, evaluative walkthroughs, lesson plan review. Coaching cycles will be utilized to provide targeted support to teachers. Administrative calibration walks will be conducted as well. STAR Math will be utilized to get a baseline of student performance and track student growth during the year. CPALMS and MFAS assessments will be utilized to monitor effectiveness.
Person Responsible	Constance Smith (constance.smith@polk-fl.net)

Activity #3	
Title	Science
Rationale	Student performance data trailed state data in proficiency (21 points). Schoolwide Science performance increased by 1 point from the prior year data.
Intended Outcome	Increase student performance in proficiency to match state performance levels.
Point Person	Curtis Thomas (curtis.thomasjr@polk-fl.net)
Action Step	
Description	Teachers will plan in a team setting to deliver rigorous standards based instruction. All core content area teachers will plan together to deliver a comprehensive, literacy rich program of instruction. A schedule will be created that outlines expectations and deliverables for each planning session. Classroom libraries are provided to enhance rigor and classroom instruction. Ongoing professional development will be provided to support student engagement and sustain effective planning and lesson delivery. Professional development will be provided on the use of 5E lessons to support student engagement in instruction. Learning Sciences International's standards-based classroom teaching maps will be utilized in the planning process. Learning targets will be utilized to provide direction for teachers and students.
Person Responsible	Monali Kundu (monali.kundu@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Common assessments will be utilized to monitor the effectiveness of planning and lesson delivery. District assessment tools will be utilized as well. Classroom observations will focus on all EPC's with particular focus on student engagement and rigorous instruction. This monitoring will take place through non-evaluative walkthroughs, evaluative walkthroughs, lesson plan review. Coaching cycles will be utilized to provide targeted support to teachers. Administrative calibration walks will be conducted as well. District quarterly assessments will be administered and data evaluated for student mastery of standards.
Person Responsible	Curtis Thomas (curtis.thomasjr@polk-fl.net)

Activity #4	
Title	Social Studies
Rationale	Student performance data trailed state data in proficiency by 1 point. School wide Social Studies performance increased by 18 points from the prior year data.
Intended Outcome	Increase student performance in proficiency to match state performance levels.
Point Person	Lisa Cheatom (lisa.cheatom@polk-fl.net)
Action Step	
Description	Teachers will plan in a team setting to deliver rigorous standards based instruction. All core content area teachers will plan together to deliver a comprehensive, literacy rich program of instruction. A schedule will be created that outlines expectations and deliverables for each planning session. Classroom libraries are provided to enhance rigor and classroom instruction. Learning Sciences International's standards-based classroom teaching maps will be utilized in the planning process. Ongoing professional development will be provided to support student engagement and sustain effective planning and lesson delivery. Learning targets will be utilized to provide direction for teachers and students.
Person Responsible	Mona Mills-Coleman (mona.millscoleman@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Common assessments will be utilized to monitor the effectiveness of planning and lesson delivery. District assessment tools will be utilized as well. Classroom observations will focus on all EPC's with particular focus on student engagement and rigorous instruction. This monitoring will take place through non-evaluative walkthroughs, evaluative walkthroughs, lesson plan review. Coaching cycles will be utilized to provide targeted support to teachers. Administrative calibration walks will be conducted as well.
Person Responsible	Lisa Cheatom (lisa.cheatom@polk-fl.net)

Activity #5	
Title	Discipline
Rationale	There was an increase in the number of disciplinary referrals during the 2017-2018 school year. There were a total of 2,713 referrals compared to 1,476 during the 2016-2017 school year.
Intended Outcome	To reduce the number of disciplinary referrals by at least 50% during the 2018-2019 school year. This reduction will increase the time students spend in class receiving rigorous, standards based instruction.
Point Person	Curtis Thomas (curtis.thomasjr@polk-fl.net)
Action Step	
Description	Create a detailed school wide discipline plan. This plan will outline the school wide expectations regarding dress code, tardy policy, hallway behavior, ect. A PBIS system will be utilized to teach appropriate behavior and provide rewards. PBIS will also review discipline data monthly to quickly target concerns. Behavior interventionist will work with students requiring Tier 2/Tier 3 supports. The student success coach and parent involvement facilitator will work with students identified in the EWS report. Parent involvement activities will be held to foster parental support.
Person Responsible	Curtis Thomas (curtis.thomasjr@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Participation at PBIS activities. Disciplinary referrals written. Classroom walk through data. School counselors will participate in the MTSS/RtI process with grade level teams. The behavior interventionist, student success coach, and parent involvement facilitator data. The assistant principal of administration will review discipline data monthly and work with the PBIS team to address concerns.
Person Responsible	Curtis Thomas (curtis.thomasjr@polk-fl.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.

Parents will be invited to participate in several events throughout the school year. This year's activities will include: Report card nights, DMS night at the public library, career academy night, culture night, The Great American Teach in, SAC committee, volunteer opportunities, and mentoring programs.

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.

MTSS/RtI

Peer mediation

On-site behavior interventionist to support students and staff.

Social Worker

Parent Involvement Facilitator

Student Success Coach

PBIS

Each student assigned to a team of teachers who create and implement interventions for students and also provide a "family" type nurturing environment

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

Each spring 8th grade students are visited by high schools to support the transition into high school. Each spring 5th grade students are introduced to our CTE pre-academies.

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.

Progress monitoring and school-wide behavioral data will drive the implementation of the MTSS and SIP structures through out the school. All leadership, instructional, and support (paraeducators) faculty will be involved though out the implementation. General Education Teachers provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities. PS/RtI Behavior Representatives (PBS) participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; assist with professional development for behavior concerns; assist in facilitation of data-based decision making activities. School Counselors provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Technology Specialist develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Violence Prevention Programs- The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Eighth grade students are assessed by the E-PEP to help determine their career interests and form career paths.

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

In 6th grade, students are scheduled into a wheel class that allows them to get a feel for the different pre-academies that are offered. Each wheel class teaches them the basics of what type of careers are

offered in that field. Students then choose a pre-academy in the 7th grade. Also, 8th grade students are assessed using KUDER to help determine their career interest and form a career path.

Part V: Budget

Total:	\$0.00
---------------	---------------