

Grand Park Career Center



2019-20 Schoolwide Improvement Plan

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Grand Park Career Center

2335 W 18TH ST, Jacksonville, FL 32209

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

Demographics

Principal: Tyrone Blue

Start Date for this Principal: 8/24/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

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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.

Our mission is to provide an environment that fosters academic excellence and builds the self-confidence of every student, in every classroom, every day. This will strengthen their ability to make better, informed choices at home and school; as well as provide the guidance for students to develop into productive citizens in the community.

Provide the school's vision statement.

All students will soar academically and behaviorally when they adhere to the principles within the EAGLES guidelines to success: Expect the best; Act responsibly; Give respect; Learn to make good choices; Engage in safe behaviors; come to school daily with the appropriate Supplies & prepared to learn.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Blue, Tyrone	Principal	Provide instructional leadership and supervision of all faculty & staff members.
Mitchell, Phillip	Assistant Principal	Provide instructional leadership and supervision of all faculty & staff members.
Young, Virginia	Teacher, K-12	Transition Specialist & Testing Coordinator

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	1	5	9	45	40	30	13	143	
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	8	8	6	4	28	
One or more suspensions	0	0	0	0	0	0	0	0	9	6	2	3	0	20	
Course failure in ELA or Math	0	0	0	0	0	0	0	6	9	40	36	28	12	131	
Level 1 on statewide assessment	0	0	0	0	0	0	1	4	9	39	37	23	13	126	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	5	9	40	36	28	12	131

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	5	9	19	18	6	5	63
Students retained two or more times	0	0	0	0	0	0	0	3	6	10	11	4	3	37

FTE units allocated to school (total number of teacher units)

19

Date this data was collected or last updated

Saturday 8/24/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - 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	9	17	31	47	40	18	6	168
One or more suspensions	0	0	0	0	0	0	9	13	31	41	32	13	5	144
Course failure in ELA or Math	0	0	0	0	0	0	4	9	12	16	20	6	1	68
Level 1 on statewide assessment	0	0	0	0	0	0	4	8	14	16	25	12	3	82

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	16	34	48	44	20	5	176

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	47%	56%	0%	46%	53%
ELA Learning Gains	0%	48%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	42%	42%	0%	39%	41%
Math Achievement	0%	51%	51%	0%	59%	49%
Math Learning Gains	0%	52%	48%	0%	52%	44%
Math Lowest 25th Percentile	0%	47%	45%	0%	45%	39%
Science Achievement	0%	65%	68%	0%	64%	65%
Social Studies Achievement	0%	70%	73%	0%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	1 (0)	5 (0)	9 (0)	45 (0)	40 (0)	30 (0)	13 (0)	143 (0)
Attendance below 90 percent	0 ()	0 ()	2 ()	8 ()	8 ()	6 ()	4 ()	28 (0)
One or more suspensions	0 (0)	0 (0)	9 (0)	6 (0)	2 (0)	3 (0)	0 (0)	20 (0)
Course failure in ELA or Math	0 (0)	6 (0)	9 (0)	40 (0)	36 (0)	28 (0)	12 (0)	131 (0)
Level 1 on statewide assessment	1 (0)	4 (0)	9 (0)	39 (0)	37 (0)	23 (0)	13 (0)	126 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	0%	44%	-44%	52%	-52%
Cohort Comparison						
07	2019	0%	44%	-44%	52%	-52%
	2018	0%	41%	-41%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	8%	49%	-41%	56%	-48%
	2018	0%	51%	-51%	58%	-58%
Same Grade Comparison		8%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		8%				
09	2019	9%	48%	-39%	55%	-46%
	2018	15%	48%	-33%	53%	-38%
Same Grade Comparison		-6%				
Cohort Comparison		9%				
10	2019	6%	48%	-42%	53%	-47%
	2018	8%	49%	-41%	53%	-45%
Same Grade Comparison		-2%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	0%	42%	-42%	52%	-52%
Cohort Comparison						
07	2019	0%	47%	-47%	54%	-54%
	2018	0%	50%	-50%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	32%	-32%	46%	-46%
	2018	0%	31%	-31%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	40%	-40%	48%	-48%
	2018	0%	44%	-44%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	67%	-62%	67%	-62%
2018	5%	63%	-58%	65%	-60%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	71%	-71%
2018	18%	84%	-66%	71%	-53%
Compare		-18%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	68%	-54%	70%	-56%
2018	9%	64%	-55%	68%	-59%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	57%	-54%	61%	-58%
2018	0%	61%	-61%	62%	-62%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	61%	-53%	57%	-49%
2018	0%	57%	-57%	56%	-56%
Compare		8%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
BLK										10	
FRL											
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	9
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance is in the area of ELA Lowest 25th Percentile.

Contributing factors:

- Over 75% of student population are reading below grade-level
- Daily attendance on an average is less than 80%.
- Two vacancies/Substitutes
- Poor motivation of students
- Multiple Student Code of Conduct infractions

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the prior year is in Math Learning Gains/Math Lowest 25th Percentile
Contributing Factors:

- Consistent Math Substitutes/two vacancies for majority or entire year
- Over 75% of students were Level 1's in the area of math
- Daily attendance on an average is less than 80%.
- Poor motivation of students
- Multiple Student Code of Conduct infractions

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is in the areas of Civics, as well as 9th & 10th grade ELA Achievement.

Contributing factors:

- Over 75% of student population are reading below grade-level
- Daily attendance on an average is less than 80%.
- Poor motivation of students
- Multiple Student Code of Conduct infractions

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that shows the most improvement is in the area of Social Studies Achievement.

Contributing factors:

- More reading strategies were implemented
- Consistent/Permanent teachers

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Several potential areas of concern include: course failures in ELA & Math, as well as the percentage of Level 1 scores on statewide assessments, the high percentage of economically-disadvantaged & African-American students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Academic Achievement / Proficiency on ELA & Math assessments for African-American students
2. Improve the overall Average Daily Attendance of students
3. Decrease the amount of Student Code of Conduct Infractions

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ACADEMICS / STUDENT PROFICIENCY of African-American students on CIVICS, ELA & MATH assessments
Rationale	<p>High student retention</p> <p>Over 75% of student population across grade levels have an achievement of Level 1 in Reading & Math</p> <p>Students lack motivation to complete district & state assessments</p> <p>Multiple Student Code of Conduct infractions</p> <p>Average Daily Attendance (ADA) rate is less than 80%</p> <p>Over 10% of enrollment are students with disabilities.</p> <p>Over 75% of student population are reading below grade-level</p>
State the measurable outcome the school plans to achieve	<p>FSA Reading & Math Gains will increase by 5%</p> <p>FSA Reading & Math Proficiency will increase by 5%</p> <p>Reduce Code of Conduct infractions by 10%</p> <p>Increase the ADA rate to 75% or higher</p>
Person responsible for monitoring outcome	Tyrone Blue (bluet@duvalschools.org)
Evidence-based Strategy	<p>Vocabulary Acquisition / Decoding</p> <p>Cornell Note-taking / Graphic Organizers</p> <p>Annotating the Text</p> <p>Venn Diagrams</p> <p>Collaboration</p> <p>Differentiated Instruction</p> <p>Small Groups / Pull-outs</p>
Rationale for Evidence-based Strategy	<p>Increased level of accountability from administration, students, teachers & parents</p> <p>Increase in likelihood of student achievement outcomes</p> <p>Increased level of student motivation & self-worth</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Students will complete 2 Achieve 3000 articles at 75% or higher on a weekly basis. 2. Students will complete 2 assignments on iReady / Algebra Nation at 75% or higher on a weekly basis. 3. Teachers will implement instructional framework with fidelity. 4. Intervention Team members will provide push-in & pull-out support in elective classes. 5. ESE Support Facilitators will collaborate with teachers and provide support to students with disabilities in Reading & Math classes. 6. Teachers will consistently incorporate school-wide strategies and provide differentiated instruction to meet the needs of the diverse learners in all classes.
Person Responsible	Phillip Mitchell (mitchellp@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will address schoolwide improvement priorities with the use of data collected from progress monitoring assessments to monitor student proficiency of standards based curriculum in core content areas. This same data will be used to identify staff development needs and provide ongoing job-embedded staff development.

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 Schoolwide Improvement Plan 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.

Grand Park maintains an "Open Door" policy for all stakeholders. Faculty & staff members will model expected behaviors as outlined in our Guidelines for Success. We will strive to consistently maintain effective relationships with all stakeholders to support our school's mission & student body by:

- Requesting Community representatives to participate in career, military, and college day/week
- Neighborhood integration through monthly collaboration & establishing mentoring partnerships through local universities, community organizations as well as the faith-based community.

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.

Early release mental health counseling
Mentoring
Individual/Small group counseling
Classroom guidance
Check and connect

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

At Grand Park Alternative Education Center, our MLT (Multi-Tiered Support Systems Leadership Team) members meet with students to address decision-making that could impact academic performance. School Counselors actively engage in credit checks with students upon enrollment. Students receive classroom guidance and school connect lessons on character development to help students as they prepare to transition back to their home schools. Student assemblies are held during the 1st week of school and at the end of each quarter to ensure all students know school-wide expectations and the means of support at their disposal.

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.

ACADEMICS: Weekly Professional Learning Community (PLC) meetings.. Progression of Data-Driven Instructional (DDI) Cycle throughout the year. Assessments - Analysis of data - Action Planning...

DISCIPLINE: Multi-tiered systems of support Leadership Team (MLT) meets on a weekly basis to review discipline data with a focus on Out-of-School Suspensions (OSS), aggressive behaviors and repeat offenders.

Teachers make parent contact in place for all class 1 offenses. Restorative Justice, school connect activities and mediation interventions are in place for targeted class 2 referrals. Monthly AIT meetings targeting students with 10+ absences involving dean, behavior interventionist, counselors, ESE Lead and school-based social worker. Guidance Counselors review data trends to track cohort group, align interventions and academic supports to encourage seniors needing additional support & motivation to graduate on time. School Psychologist assists with mental health issues & collaborates with teachers by providing them strategies that will help students perform better in the classroom setting.

PERSONNEL: Administration reviews current budget, faculty & staff. Title I & SAI funds are used to assist with paraprofessional support and tutoring of students. Weekly meetings with Instructional Leadership Team to discuss school-wide core beliefs, effective instructional practices, individual/departmental/school-wide goals and identify area(s) of greatest need.

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

Throughout the school year, juniors & seniors are exposed to various college & career awareness events. Students are encouraged to participate in the district's College Fair which is held during the second week of October. A Career Fair will be held in April 2020, which will spotlight a variety of career opportunities that all high schoolers will be able to participate and gain information. Guidance Counselors assist students with administering of PSAT, PERT & registration for the ACT and SAT. Along with the Testing Coordinator, our support staff allows students to utilize computer labs to explore career opportunities and post-graduation options on a weekly basis. Students receiving Certificate of Completions are referred to the downtown campus of Florida State College of Jacksonville to pursue industry certification.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ACADEMICS / STUDENT PROFICIENCY of African-American students on CIVICS, ELA & MATH assessments				\$31,885.49
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	370-Communications	0141 - Grand Park Career Center	Title, I Part A	143.0	\$650.05
			<i>Notes: Provide postage to parents / guardians with information regarding upcoming Title I parent-student activities throughout the year</i>			
	6100	390-Other Purchased Services	0141 - Grand Park Career Center	Title, I Part A	143.0	\$450.00
			<i>Notes: Assist parents with bus passes to attend parent events at the school throughout the year</i>			
	6100	390-Other Purchased Services	0141 - Grand Park Career Center	Title, I Part A	143.0	\$450.15

			<i>Notes: Provide printed materials of parenting workshops / activities that will encourage parent attendance</i>			
	6100	510-Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$629.80
			<i>Notes: Purchase of materials for parent workshops from storeroom</i>			
	6100	510-Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$420.00
			<i>Notes: Purchase of print materials for parenting workshops</i>			
	6100	510-Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$400.00
			<i>Notes: Purchase of parent & family engagement food related items</i>			
	6100	390-Other Purchased Services	0141 - Grand Park Career Center	Title, I Part A	143.0	\$400.00
			<i>Notes: Catering services for parent & family engagement events</i>			
	5900	120-Classroom Teachers	0141 - Grand Park Career Center	Title, I Part A	143.0	\$14,271.00
			<i>Notes: Tutorial services provided to students with a Level 1 Achievement on Math and Reading state assessments</i>			
	5100	510-Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$2,306.00
			<i>Notes: Storeroom order supplies</i>			
	5100	519-Technology-Related Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$881.10
			<i>Notes: Technology Supplies</i>			
	5100	622-Audio Visual Materials Non-Capitalized	0141 - Grand Park Career Center	Title, I Part A	143.0	\$195.00
			<i>Notes: Web-based instructional materials</i>			
	5900	510-Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$735.00
			<i>Notes: Carolina Biological... Equipment storage unit for science / chemistry supplies</i>			
	5100	510-Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$1,462.00
			<i>Notes: REACH Technologies / Acaemic Supplies</i>			
	5100	510-Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$300.00
			<i>Notes: STAR cards</i>			
	6400	330-Travel	0141 - Grand Park Career Center	Title, I Part A	143.0	\$5,000.00
			<i>Notes: Trauma-Skilled Conference / Travel & Training</i>			
	6400	510-Supplies	0141 - Grand Park Career Center	Title, I Part A	143.0	\$2,000.00
			<i>Notes: Professional development supplies / Book Study</i>			

	5100	239-Other	0141 - Grand Park Career Center	School Improvement Funds	143.0	\$1,335.39
Total:						\$31,885.49