

Okeechobee County School District

Tantie Juvenile Residential Facility



2019-20 Schoolwide Improvement Plan

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Tantie Juvenile Residential Facility

5050 NE 168TH ST, Okeechobee, FL 34972

[no web address on file]

Demographics

Principal: Rozelle Bradley

Start Date for this Principal: 11/15/2012

2019-20 Status (per MSID File)	Closed: 2021-06-30
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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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	Southwest
Regional Executive Director	
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 Okeechobee County School Board on 10/8/2019.

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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[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

School Board Approval

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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.

Tantie Juvenile Residential Facility is working in partnership with students, families, and communities to provide students with the knowledge and skills needed to reach their highest learning and personal potential, in order to become productive members of the community.

Provide the school's vision statement.

Preparing students to continue secondary education, enroll in college and/or enter the workforce when returning to their own communities.

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
Bradley, Rozelle	Other	<p>Directs the activities of the program, establishes goals and plans, manages and administers the work program and develops policies and procedures in accordance with established goals and objectives.</p> <p>Interprets and administers applicable federal and state laws; develops, promulgates and implements rules and regulations requisite to effect compliance.</p> <p>Directs the compilation and summarization of statistical and other data from various sources for use by the department administration and other agencies.</p> <p>Directs and participates in the long and short range planning and evaluation activities of educational programs.</p> <p>Develops and administers the program budget; ensures an adequate structure and funding base to execute programs.</p> <p>Directs work operations and/or functional programs and has responsibility for employee evaluations and for effectively recommending the hiring, firing, promoting, demoting and/or disciplining of employees.</p> <p>Evaluates program goals, operations and performance; develops and implements alternative procedures to improve and meet program objectives.</p> <p>Directs activities to negotiate contractual arrangements with other agencies/ departments to provide required services.</p> <p>Prepares regular and special reports of educational program plans, activities, objectives and methods by which these objectives will be accomplished.</p> <p>Approves expenditures for the purchase of materials, supplies, equipment, and contracted services necessary to conduct program operations.</p> <p>Directs the design and development of in-service training programs.</p> <p>Coordinates and participates in the assessment of educational needs of student populations; coordinates the design, development and implementation of varied programs and services required to accommodate identified needs.</p> <p>Keeps abreast of modern or changing trends in educational theory, instructional methods and practices relevant to the needs of student populations.</p> <p>Directs the review and analysis of ongoing educational programs, recommends changes and improvements, and develops and implements new, revised or specialized educational programs.</p> <p>Participates in intra/inter departmental initiatives designed to research, improve and/or expand education programs and activities.</p> <p>Directs the review and analysis of research materials and other educational resource literature to ensure that educational programs reflect current learning theories and instructional techniques.</p> <p>Maintains liaison and coordinates activities with other departments or agencies to develop cooperative projects and programs and accomplish goals and objectives.</p> <p>Coordinates activities to ensure the security and integrity of confidential records and programs.</p> <p>Coordinates the development of public relations materials.</p> <p>Represents the department at conferences, seminars, or meetings relevant to educational program issues.</p> <p>Prepares and/or directs the preparation of regular and special reports, evaluations and correspondence containing findings, conclusions and recommendations.</p> <p>Directs the establishment and maintenance of essential records and files.</p>

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	0	0	0	7	22	14	14	57
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	4	8	4	4	20
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	3	9	8	6	6	32

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	0	0	0	1	5	1	2	9

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

8

Date this data was collected or last updated

Tuesday 8/27/2019

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	
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 with two or more early warning indicators:

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

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%	44%	56%	0%	38%	53%
ELA Learning Gains	0%	44%	51%	0%	43%	49%
ELA Lowest 25th Percentile	0%	35%	42%	0%	34%	41%
Math Achievement	0%	38%	51%	0%	34%	49%
Math Learning Gains	0%	29%	48%	0%	34%	44%
Math Lowest 25th Percentile	0%	28%	45%	0%	32%	39%
Science Achievement	0%	67%	68%	0%	55%	65%
Social Studies Achievement	0%	59%	73%	0%	55%	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	0 (0)	0 (0)	0 (0)	7 (0)	22 (0)	14 (0)	14 (0)	57 (0)
Attendance below 90 percent	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 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	4 (0)	8 (0)	4 (0)	4 (0)	20 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	3 (0)	9 (0)	8 (0)	6 (0)	6 (0)	32 (0)

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

ESSA Federal Index	
OVERALL Federal Index – All Students	5
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	23
Total Components for the Federal Index	5
Percent Tested	49%

Subgroup Data	
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Students With Disabilities	
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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	
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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	
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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	
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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	
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Federal Index - Black/African American Students	18
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	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
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	6
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.

Algebra I End of Course Exam

Students who are taking these assessments have dropped out of school for a year or two before enrolling at Tantie Juvenile Residential Facility. They have little to no interest in school and lacks the drive to invest in their schooling. Students are taking their assessments but complete these assessments in record time, that results in Level 1 scores. Students are not linking what they are learning in the classroom to their assessments. The teacher held a temporary teaching certificate.

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

Algebra I EOC

The classroom teacher have to do differentiated instruction since the students in the classroom are enrolled in multiple math courses. This reduce the time for direct instruction and individual attention to

students. Students complete the Algebra I course, but will continue to take the Algebra I EOC until they are successful on the assessment. This becomes a problem when the students are enrolled in other math courses and months go by before they take the Algebra I assessment again. Students become frustrated and discouraged when they are unsuccessful time after time after time.

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.

N/A

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

N/A

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

Not available

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

1. Increase student performance on FSA ELA
2. Increase student performance on FSA Algebra I EOC
3. Increase graduation rate
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Algebra I EOC
Rationale	Increase student performance on the FSA Algebra I EOC.
State the measurable outcome the school plans to achieve	15% of students taking the Algebra I EOC will earn a passing score.
Person responsible for monitoring outcome	Rozelle Bradley (rozelle.bradley@youthopportunity.com)
Evidence-based Strategy	Students will receive remediation in Algebra I, where the teacher will focus lessons on refreshing previously learned skills, teach new skills, and provide supplemental material to reinforce the math skills.
Rationale for Evidence-based Strategy	Direct instruction is an effective teaching method. The teacher will use Algebra I text books and work through published FSA Algebra I EOC assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1. Direct instruction 2. Small group instruction 3. Peer tutoring 4. Teacher developed assessments 5. Algebra I practice test on the FSA website
Person Responsible	Rozelle Bradley (rozelle.bradley@youthopportunity.com)
#2	
Title	FSA ELA
Rationale	Students have to earn a passing score on the 10th grade FSA ELA Assessment, in order to graduate.
State the measurable outcome the school plans to achieve	15% of students who are taking the FSA ELA exam will earn a passing score.
Person responsible for monitoring outcome	Rozelle Bradley (rozelle.bradley@youthopportunity.com)
Evidence-based Strategy	Direct instruction
Rationale for Evidence-based Strategy	Direct instruction is an effective strategy to increase students' understanding of the material.
Action Step	
Description	<ol style="list-style-type: none"> 1. Direct instruction 2. Small group instruction 3. Supplemental material 4. Teacher developed assessments 5. Practice test on the FSA website
Person Responsible	Rozelle Bradley (rozelle.bradley@youthopportunity.com)

#3	
Title	ESSA Federal Index
Rationale	Students attending school in a juvenile justice facility are more apt to perform below grade level, and score at a Level 1 on state assessments.
State the measurable outcome the school plans to achieve	Students taking their state assessments during their enrollment at Tantie Juvenile Residential Facility, will show an increase in their standard score, from one test administration to the next.
Person responsible for monitoring outcome	Rozelle Bradley (rozelle.bradley@youthopportunity.com)
Evidence-based Strategy	i-Ready Reading and Math Program Direct teacher instruction Peer mentoring Small group instruction
Rationale for Evidence-based Strategy	The i-Ready Reading and Math Program contains a diagnostic assessment that provides information on the current performance of the student. Teachers can use this information to provide instruction in the identified areas through direct instruction. The i-ready assessment provides a lesson path based on the diagnostic results that will start with the student's current level and will build on the skills as the student masters the lessons.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administer the diagnostic assessment 2. Review diagnostic results with the math and/or reading teacher 3. Provide student with direct instruction 4. Provide student with online lessons 5. Administer a diagnostic assessment to determine progress from the initial assessment
Person Responsible	Rozelle Bradley (rozelle.bradley@youthopportunity.com)

#4	
Title	Black/African America Students
Rationale	Black/African-American students are chronically performing below grade level and below a level of proficiency.
State the measurable outcome the school plans to achieve	There will be a 15% increase in the scale score of 10% of the Black/African-American students who take the FSA state assessments.
Person responsible for monitoring outcome	Rozelle Bradley (rozelle.bradley@youthopportunity.com)
Evidence-based Strategy	Direct teacher instruction Peer mentoring Small group instruction
Rationale for Evidence-based Strategy	Direct instruction will allow teachers to reduce the effect that the students' environment has on them. Many Black/African-American students believe that there is no benefit in obtaining an education. They believe that they are doomed to a life of crime in order to survive, and that they have no choice but to follow in the steps of their role models who are usually incarcerated.
Action Step	
Description	<ol style="list-style-type: none"> 1. Introduce these students to successful Black/African American role models. 2. Expose them (virtually) to successful Black/African-American entrepreneurs. 3. Provide them with several opportunities to practice reading and math assessments. 4. Provide them with opportunities to earn certificates. 5. Instruct them on the benefits of how becoming a graduate will reduce their chances of becoming a statistic.
Person Responsible	Rozelle Bradley (rozelle.bradley@youthopportunity.com)

#5	
Title	Economically Disadvantaged Students
Rationale	Economically Disadvantaged Students have to receive counseling on the advantages of pursuing their education.
State the measurable outcome the school plans to achieve	There will a 10% increase in the graduation rate of economically disadvantaged students, during the 19/20 SY.
Person responsible for monitoring outcome	Rozelle Bradley (rozelle.bradley@youthopportunity.com)
Evidence-based Strategy	Provide students who have been identified as economically disadvantaged, with more GED testing opportunities over a longer period of time.
Rationale for Evidence-based Strategy	Students are typically enrolled at the program for 12 and 18 months. The GED is usually administered to students who are in transition and scheduled to leave within 60 or 90 days. Economically disadvantaged students have a tendency to have poor prior school attendance, performing below grade level, and have little to no interest in obtaining a diploma, so they will need additional time to be successful on the GED.
Action Step	
Description	<ol style="list-style-type: none"> 1. Counseling on the benefits of having an education. 2. Career exploration activities. 3. Career interest surveys 4. Hands on activities 5. GED practice test
Person Responsible	Rozelle Bradley (rozelle.bradley@youthopportunity.com)

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).

Truecore Behavioral Solutions has a recruiter who recruits applicants for teaching positions and guide them through the application process. The company will continue with this practice. Invite guest speakers. Organize a career fair.

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.

Parents, Juvenile Probation Officers, Guardian ad Litem, lawyers, and aftercare providers participate in monthly treatment team meetings, where the progress of each student is reviewed. The team reviews the student's progress in regards to education, mental health treatment counseling and compliance with the program rules and regulations. These parties also participate in transition conferences, exit conferences and community re-entry meetings, to discuss the ways to ensure a smooth transition back into the community for the student. The program hosts a "Family Day" 4 times per year, where families have the opportunity to meet with the teachers and discuss the progress and needs of their children.

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.

Students have access to a Board Certified Behavior Analyst two days per week. Students have access to mental health therapists throughout the school day, as needed.

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

An entrance survey is completed for all students entering the school. During this time, information is gathered in regards to grade level, graduation option, number of credits and all schools attended. The student's records are requested from the identified schools within 5 school days. Upon receipt of the records, the Registrar enters all of the information and the student's schedule is adjusted based on the credits that he already earned. Students participate in all state wide assessments and will have the opportunity to participate in the vocational programs offered at the school. Students are promoted from one grade level to the next, based on the number of credits that they've earned. Students who are exiting the program, participate in transition, community re-entry, and exit meetings to discuss their needs for when they return to their communities. The receiving school district participates in the community re-entry meeting. An Electronic Educational Exit Plan (EEEP) is required for all students exiting the program. This plan requires that the current school, and the receiving school district review the needs of the students and make the decision for placement that will address these needs. The parents participate in these meetings.

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 Lead Educator meets with the instructional staff weekly to address any concerns that students have in regards to the progress that they are making in school or the lack of progress. This provide the instructors an opportunity to collaborate on teaching methods, classroom management and identify supplemental materials that can be used to increase student performance. The Lead Educator use available funds to provide text books, supplemental reading and math materials, and computer programs to aid the students. The Board Certified Behavior Analyst participates in these meetings, and address any behavior issues that interferes with the daily instruction, and problem solving techniques are discussed.

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

Students have the opportunity to participate in vocational classes throughout their enrollment at Tantie Juvenile Residential Facility. Successful completion of these programs result in industry certifications. The vocational teachers address the different careers, college requirements, and education and training for the different careers. The school partnered with the Home Builders Institute, where they are learning construction skills. These students are followed by the career counselor for a year. This counselor provide them with assistance with job applications, transportation to and from job interviews, and enrollment in colleges.

Part V: Budget

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

1	III.A.	Areas of Focus: Algebra I EOC	\$0.00
2	III.A.	Areas of Focus: FSA ELA	\$0.00
3	III.A.	Areas of Focus: ESSA Federal Index	\$0.00
4	III.A.	Areas of Focus: Black/African America Students	\$0.00
5	III.A.	Areas of Focus: Economically Disadvantaged Students	\$0.00
Total:			\$0.00