# Don E Woods Opportunity Center



## 2019-20 Schoolwide Improvement Plan

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## Don E Woods Opportunity Center

### 213 LAKE AVE E, Dundee, FL 33838

### http://schools.polk-fl.net/dwoc

**Demographics**

## Principal: Rodney Bellamy

Start Date for this Principal: 7/29/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>6-12 |
| **Primary Service Type**<br>(per MSID File) | Alternative Education |
| **2018-19 Title I School** | No |
| **2018-19 Economically<br>Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | |
| **School Grades History** | 2018-19: No Grade<br><br>2017-18: No Grade<br><br>2016-17: No Grade<br><br>2015-16: No Grade<br><br>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** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

**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 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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## Don E Woods Opportunity Center

### 213 LAKE AVE E, Dundee, FL 33838

### http://schools.polk-fl.net/dwoc

### 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

### 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.**

Students First!
To provide a high quality education for all students.

**Provide the school's vision statement.**

Every student will transition back to their home school understanding the necessary social skills needed to acheive academically and be productive students.

### 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 |
|------|-------|--------------------------------|
| Bellamy, Rodney | Principal | Specific Responsibilities:<br>Principal: Rodney Bellamy - The Principal provides a common vision for the use of databased decision –making, models the Problem Solving Process; supervises the<br>development of a strong infrastructure for implementation of PS/RtI; ensures that the<br>school-based team is implementing PS/RtI; conducts assessment of PS/RtI skills of school<br>staff; ensures implementation of intervention support and documentation; ensures and<br>participates in adequate professional learning to support PS/RtI implementation;<br>develops a culture of expectation with the school staff for the implementation of PS/RtI<br>school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RtI plans and activities.<br>Assistant Principal: Ms. Jaime Overstreet - Assistant Principal in providing a common vision for the<br>use of data-based decision-making, assists in the development of a strong infrastructure<br>of resources for the implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implementation of intervention support and documentation,<br>professional learning, and communication with parents concerning PS/RtI plans and<br>activities.<br>Exceptional Student Education (ESE) Teachers and Deans: Corey Miller and Orinthius Simmons- Participate in student data collection, integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with<br>general education teachers.<br>School Social Worker, Guidance Counselor, and Mental Health Counselor: Tyjuan Mitchell, Zeeshan Kerawala and James Smith-<br>Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and<br>intervention approaches. Identifies systematic patterns of student need while working<br>with district personnel to identify appropriate, evidence-based intervention strategies;<br>assists with whole school screening programs that provide early intervening services for<br>children to be considered "at-risk," assists in the design and implementation for progress<br>monitoring, data collection, and data analysis, participates in the design and delivery of<br>professional development; and provides support for assessment and implementation<br>monitoring. |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Overstreet, Jamie | Assistant Principal | |

## Early Warning Systems

### Current Year

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 6 | 5 | 7 | 1 | 2 | 26 |
| 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 | 1 | 1 | 1 | 0 | 0 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 3 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 3 |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 3 |

**The number of students identified as retainees:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |

**FTE units allocated to school (total number of teacher units)**
13

**Date this data was collected or last updated**
Monday 6/10/2019

### Prior Year - As Reported

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| 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 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

### 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 | 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 | 12 | |
| 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% | 47% | 56% | 0% | 44% | 53% |
| ELA Learning Gains | 0% | 46% | 51% | 0% | 41% | 49% |
| ELA Lowest 25th Percentile | 0% | 37% | 42% | 0% | 33% | 41% |
| Math Achievement | 0% | 43% | 51% | 0% | 37% | 49% |
| Math Learning Gains | 0% | 45% | 48% | 0% | 33% | 44% |
| Math Lowest 25th Percentile | 0% | 44% | 45% | 0% | 32% | 39% |
| Science Achievement | 0% | 58% | 68% | 0% | 56% | 65% |
| Social Studies Achievement | 0% | 61% | 73% | 0% | 60% | 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 | 2 (0) | 3 (0) | 6 (0) | 5 (0) | 7 (0) | 1 (0) | 2 (0) | 26 (0) |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| One or more suspensions | 0 (0) | 0 (0) | 1 (0) | 1 (0) | 1 (0) | 0 (0) | 0 (0) | 3 (0) |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 1 (0) | 1 (0) | 1 (0) | 0 (0) | 0 (0) | 3 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 1 (0) | 1 (0) | 1 (0) | 0 (0) | 0 (0) | 3 (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 | 0% | 48% | -48% | 54% | -54% |
| | 2018 | 0% | 41% | -41% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 18% | 42% | -24% | 52% | -34% |
| | 2018 | 9% | 42% | -33% | 51% | -42% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | 18% | | | | |
| 08 | 2019 | 24% | 48% | -24% | 56% | -32% |
| | 2018 | 13% | 49% | -36% | 58% | -45% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | 15% | | | | |
| 09 | 2019 | 23% | 45% | -22% | 55% | -32% |
| | 2018 | 0% | 43% | -43% | 53% | -53% |
| Same Grade Comparison | | 23% | | | | |
| Cohort Comparison | | 10% | | | | |
| 10 | 2019 | 0% | 42% | -42% | 53% | -53% |
| | 2018 | 0% | 42% | -42% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 0% | 47% | -47% | 55% | -55% |
| | 2018 | 0% | 40% | -40% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 11% | 39% | -28% | 54% | -43% |
| | 2018 | 0% | 40% | -40% | 54% | -54% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | 11% | | | | |
| 08 | 2019 | 11% | 35% | -24% | 46% | -35% |
| | 2018 | 11% | 34% | -23% | 45% | -34% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 11% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 27% | 41% | -14% | 48% | -21% |
| | 2018 | 17% | 42% | -25% | 50% | -33% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 30% | 54% | -24% | 67% | -37% |
| 2018 | 0% | 59% | -59% | 65% | -65% |
| Compare | 30% | | | | |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 25% | 70% | -45% | 71% | -46% |
| 2018 | 0% | 84% | -84% | 71% | -71% |
| Compare | 25% | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 57% | -57% | 70% | -70% |
| 2018 | 0% | 57% | -57% | 68% | -68% |
| Compare | 0% | | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 7% | 50% | -43% | 61% | -54% |
| 2018 | 0% | 60% | -60% | 62% | -62% |
| Compare | 7% | | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 53% | -53% | 57% | -57% |
| 2018 | 0% | 41% | -41% | 56% | -56% |
| Compare | | 0% | | | |

## 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 |
| **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) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% All Students | N/A |
| Total Number of Subgroups Missing the Target | |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| **Subgroup Data** | |

## 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.**

N/A

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

N/A

**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)**

N/A

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

1. Increasing student achievement.
2.
3.
4.
5.

# Part III: Planning for Improvement

**Areas of Focus:**

*No activities were entered for this section.*

**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).**

N/A

# 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.**

DWOC staff will continue to communicate effectively with school stakeholders while providing stellar customer service to all that we serve.

### 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.**

*Offer students the opportunity to enroll in specified career academies as they transition back to their home
school.
*Implement the Rigorous and Relevant Framework through the infusion of Gold Seal Lessons
*Provide experience with inquiry learning, guest speakers, career day, and job shadowing opportunities
*Encourage vocational and academic teachers to collaboratively integrate curriculum and instruction
*Strengthen academic content in existing vocational curriculum

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

The PS/RtI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. This supports DWOC's mission and vision:
Vision- Students will transition back to their home school equipped with social skills and study habits necessary to be successful, productive students.
Mission-To provide a safe and orderly learning environment and enable our students to successfully function in mainstream schools and society.
The PS/RtI Team will meet at least once per month to engage in the following activities:
Review school-wide, grade level, and teacher data to problem-solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least several times per year or more frequently if new data is available.
Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.
Note: Don Woods Opportunity Center serves as an Alternative Center for students who have been assigned for a specific time duration due to serious violations of the Code of Student Conduct. Therefore, we are a Tier 3 Center that assists students with obtaining pro-social skills as well as maintaining and enhancing their academic needs. To teach pro-social skills we use the Skill Streaming Curriculum and provide Positive Behavior Systems for replacement and reinforcement of pro-social skills.

**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.**

All middle school students are required to have an Electronic Personal Education Plan (ePEP) before entering high school. These plans chart a course for their future career. The ePEPs are reviewed during a meeting between the student and Guidance Counselor annually.

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

N/A

## Part V: Budget

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

| | |
|---|---|
| **Total:** | **$0.00** |