

Hillsborough County Public Schools

# Building Construction Academy At Bowers Whitley



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>17</b>

# Building Construction Academy At Bowers Whitley

13609 N 22ND ST, Tampa, FL 33613

[ no web address on file ]

## Demographics

**Principal: Derrick Gaines**

Start Date for this Principal: 10/25/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 11-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade  2017-18: No Grade  2016-17: No Grade  2015-16: No Grade  2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Hillsborough 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>17</b>

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13609 N 22ND ST, Tampa, FL 33613

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 11-12</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

## School Grades History

<p><b>Year</b></p> <p><b>Grade</b></p>	<p><b>2010-11</b></p>
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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.**

To provide all students who meet program criteria the opportunity to acquire the knowledge and skills necessary to realize their potential and graduate with their diploma.

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

BWCC will provide a caring environment for at-risk youth in a high quality performance based education and career training program to best prepare students for success in life.

### 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
Gaines, Derrick	Principal	
Pears, Chad	Assistant Principal	

### 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	13	16	22	44	45	140
Attendance below 90 percent	0	0	0	0	0	0	0	0	5	9	6	18	28	66
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	1	3	1	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	7	8	17	17	1	50

**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	2	0	1	1	4

**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	12	0	0	0	8	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

16

**Date this data was collected or last updated**

Wednesday 9/25/2019

**Prior Year - 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	0	0	2	10	20	24	43	99
One or more suspensions	0	0	0	0	0	0	0	0	3	7	13	15	17	55
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	5	7	11	6	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	10	14	16	25	67

**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	3	10	17	21	32	83

**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	2	10	20	24	43	99
One or more suspensions	0	0	0	0	0	0	0	0	3	7	13	15	17	55
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	5	7	11	6	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	10	14	16	25	67

**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	3	10	17	21	32	83

**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%	56%	56%	0%	52%	53%



School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	0%	54%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	39%	41%
Math Achievement	0%	49%	51%	0%	51%	49%
Math Learning Gains	0%	48%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	45%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	62%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey			
Indicator	Grade Level (prior year reported)		Total
	11	12	
Number of students enrolled	44 (0)	45 (0)	89 (0)
Attendance below 90 percent	18 (24)	28 (43)	46 (67)
One or more suspensions	0 (15)	0 (17)	0 (32)
Course failure in ELA or Math	3 (11)	1 (6)	4 (17)
Level 1 on statewide assessment	17 (16)	1 (25)	18 (41)

**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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	0%	62%	-62%	65%	-65%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	65%	-65%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	73%	-48%	70%	-45%
2018	9%	70%	-61%	68%	-59%
Compare		16%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	0%	63%	-63%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	57%	-54%	57%	-54%
2018	3%	56%	-53%	56%	-53%
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
SWD										60	
BLK	20							31		41	20
HSP										42	
WHT										60	
FRL	14	31		4			7	38		42	31
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	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	152
Total Components for the Federal Index	7
Percent Tested	89%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	22
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
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.**

SWD: All students at BWCC are behind in grade level or off track for graduation. We work to support students and provide opportunities for growth and success. Poor student attendance and the independent program design are contributing factors.

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

SWD: All students at BWCC are behind in grade level or off track for graduation. We work to support students and provide opportunities for growth and success. Poor student attendance and the independent program design are contributing factors.

**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 Biology EOC was 67% below the state average and only one student scored a level 3. Students utilizing the online course for Biology and credit recovery are not grasping the important concepts to apply to the EOC. More pull-out classroom instruction is needed.

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

The U.S. History EOC results show that 24% of students scored a level 3 or above. More pull-out instructional time was devoted to the course requirements. The online course is more closely aligned with state standards.

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

Level 1 students continues to be our biggest challenge. Students not meeting graduation benchmark requirements results in students not graduating with a diploma. Overall school attendance hinders the success of our students.

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

1. Focused reading strategies
2. Improved overall attendance
3. FSA/EOC preparation; SAT & ACT preparation
4. Implementation of a school-wide incentive system
5. Industry Certifications

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Graduation of students with required benchmarks
<b>Rationale</b>	The overall number of graduates remained steady for the last three years but the percent of students meeting their graduation benchmarks declined. Of the projected graduates for 2020 only 33% of students have met the language arts benchmark requirement.
<b>State the measurable outcome the school plans to achieve</b>	At least 90% of graduating students in May 2020 will have met all of their graduation benchmarks and achieve a diploma.
<b>Person responsible for monitoring outcome</b>	Derrick Gaines (derrick.gaines@hcps.net)
<b>Evidence-based Strategy</b>	Implement focused strategies school-wide on reading and writing literacy skills along with a targeted test preparation group for meeting graduation requirements.
<b>Rationale for Evidence-based Strategy</b>	At least 66% of expected graduates for 2020 have not met their reading language arts graduation requirements. Evaluating student results and overall academic performance to determine strategies to improve skills and results.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Integrate a structure of focused reading strategies; FSA, ACT, and SAT prep sessions</li> <li>2. Focus on vocabulary, text evidence, text marking, and connections</li> <li>3. Utilize a frame note taking system for computer based academic courses</li> <li>4. Communicate clear expectations, utilize goal setting strategies, and monitor progress</li> <li>5. Conduct ongoing data chats/progress reviews and communicate with all stakeholders</li> </ol>
<b>Person Responsible</b>	Derrick Gaines (derrick.gaines@hcps.net)

<b>#2</b>	
<b>Title</b>	Improve overall attendance for all students
<b>Rationale</b>	Overall school attendance decreased 3.5% from 2017-2018 to a three year low of 75.6%.
<b>State the measurable outcome the school plans to achieve</b>	Increase overall student attendance to 90% for the 2019-2020 school year.
<b>Person responsible for monitoring outcome</b>	Derrick Gaines (derrick.gaines@hcps.net)
<b>Evidence-based Strategy</b>	Implement a point based incentive system tied to attendance, productivity, and engagement.
<b>Rationale for Evidence-based Strategy</b>	Utilizing clear expectations and offering incentives are designed to provide motivation for regular attendance. Our students are at-risk youth with a history of below average attendance and academic performance. Introducing incentives and regularly communicating expectations have been effective strategies for improvement.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Set clear expectations for attendance and set a threshold for placing students on contract.</li> <li>2. Implement the PBS point system to offer incentives and accountability</li> <li>3. Monitor student attendance through the Instructional Leadership Team/Attendance committee</li> <li>4. Communicate with stakeholders regularly for attendance issues</li> <li>5. Meet with students and stakeholders regarding specific attendance issues.</li> </ol>
<b>Person Responsible</b>	Derrick Gaines (derrick.gaines@hcps.net)

**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).**

**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.**

The leadership team meets with all parents/guardians upon enrollment and regularly communicates with stakeholders in a variety of ways. The school is not a Title I school.

## 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.**

SEE: HCPS Pupil Progression Plan

Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At-Risk lists, and early warning systems based on a student's need for support.

School based Spring and Summer orientation programs include: elective fairs, school visits, open houses, parent and student information meetings, magnet information sessions and district Career and College Nights.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition into 9th grade, through vertical planning sessions with feeder school departments, ESE, ELL, AVID, and magnet articulation amongst schools.

Hillsborough County Public Schools offers numerous summer camp offerings, including AVID/GAP camps, IB camps, Transition, band and athletic camps.

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

- In an effort to engage in a systematic data-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
  - o Analyze student outcomes and make data-driven decisions
  - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
  - o Develop and test hypotheses about why student/school problems are occurring
  - o Develop and target interventions based on confirmed hypotheses.
  - o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  - o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable.
  - o Review progress monitoring data at regular intervals to determine when student(s) need more or less support
  - o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students.

### **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 PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions.

#### Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

#### Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

#### Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

#### Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

#### Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

#### Headstart

We utilize information from students in Head Start to transition into Kindergarten.

#### Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

#### Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc). The school and the school district provides important awareness events for college information. The school brings representatives from Technical colleges to our CTE programs.

## Part V: Budget

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

1	III.A.	Areas of Focus: Graduation of students with required benchmarks	\$0.00
2	III.A.	Areas of Focus: Improve overall attendance for all students	\$0.00
<b>Total:</b>			<b>\$0.00</b>