

Hillsborough County Public Schools

Simmons Exceptional Center



2019-20 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	7
Planning for Improvement	13
Title I Requirements	15
Budget to Support Goals	17

Simmons Exceptional Center

1202 W GRANT ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Cleto Chazares

Start Date for this Principal: 6/16/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special 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)	Students With Disabilities*
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	Central
Regional Executive Director	Lucinda Thompson
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 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.

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)
Combination School KG-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special 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.

Simmons Exceptional Center will provide students with an education that promotes tolerance, creativity, and accountability among all students.

Provide the school's vision statement.

Simmons Exceptional will provide students with the opportunity and tools needed to acquire the knowledge and skills necessary to reach their maximum potential beyond the classroom.

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
Chazares, Cleto	Principal	
Yacinich, Cara	Assistant Principal	
bellwood, katie	Attendance/Social Work	
Pineda, Christopher	Teacher, K-12	

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	1	1	0	4	4	3	1	5	4	5	3	3	1	35	
Attendance below 90 percent	1	0	0	0	3	1	0	4	5	2	1	1	1	19	
One or more suspensions	1	1	0	2	3	2	0	0	0	0	0	2	0	11	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
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	1	0	0	0	3	1	0	2	4	2	1	1	0	15

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	2	1	0	0	0	2	0	0	0	0	5
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)

9

Date this data was collected or last updated

Tuesday 7/2/2019

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	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%	57%	61%	0%	60%	57%
ELA Learning Gains	0%	56%	59%	0%	60%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	53%	51%
Math Achievement	0%	55%	62%	0%	60%	58%
Math Learning Gains	0%	57%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	54%	50%
Science Achievement	0%	50%	56%	0%	54%	53%
Social Studies Achievement	0%	77%	78%	0%	78%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	1 (0)	1 (0)	0 (0)	4 (0)	4 (0)	3 (0)	1 (0)	5 (0)	4 (0)	5 (0)	3 (0)	3 (0)	1 (0)	35 (0)
Attendance below 90 percent	1 (0)	0 (0)	0 (0)	0 (0)	3 (0)	1 (0)	0 (0)	4 (0)	5 (0)	2 (0)	1 (0)	1 (0)	1 (0)	19 (0)
One or more suspensions	1 (0)	1 (0)	0 (0)	2 (0)	3 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	11 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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
03	2019	0%	52%	-52%	58%	-58%
	2018	0%	53%	-53%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	55%	-55%	58%	-58%
	2018	0%	55%	-55%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	54%	-54%	56%	-56%
	2018	0%	51%	-51%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	52%	-52%	52%	-52%
Cohort Comparison		0%				
07	2019	0%	54%	-54%	52%	-52%
	2018	0%	52%	-52%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	53%	-53%	56%	-56%
	2018	0%	54%	-54%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	55%	-55%	55%	-55%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	54%	-54%	62%	-62%
	2018	0%	55%	-55%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	57%	-57%	64%	-64%
	2018	0%	57%	-57%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	54%	-54%	60%	-60%
	2018	0%	54%	-54%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019					
	2018	0%	48%	-48%	52%	-52%
Cohort Comparison		0%				
07	2019	0%	62%	-62%	54%	-54%
	2018	0%	61%	-61%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	31%	-31%	46%	-46%
	2018	0%	29%	-29%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	51%	-51%	53%	-53%
	2018	0%	52%	-52%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	47%	-47%	48%	-48%
	2018	0%	48%	-48%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	0%	62%	-62%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	71%	-71%
2018	0%	65%	-65%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	70%	-70%	68%	-68%
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	0%	57%	-57%	57%	-57%
2018	0%	56%	-56%	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
SWD	13	50		30							
FRL	14	60									
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	30
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	89
Total Components for the Federal Index	3
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - 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	37
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.

No school data available for Exceptional Center.

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

No school data available for Exceptional Center.

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.

No school data available for Exceptional Center.

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

No school data available for Exceptional Center.

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

Improving culture (behavior and attendance)

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

1. Student Attendance
2. Student Behavior
3. ELA
4. Math
5. Science and Social Studies EOC's

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve School Culture by creating a positive learning environment.
Rationale	15 of 35 students have below 90% attendance for the school year. 16 of 35 students have been identified to have behavioral markers (suspensions) identified during the school year.
State the measurable outcome the school plans to achieve	80% of enrolled students will have 90% or better daily attendance. 80% of enrolled students will have zero behavior markers reflected in the Early Warning System.
Person responsible for monitoring outcome	Cara Yacinich (cara.yacinich@hcps.net)
Evidence-based Strategy	Weekly count of attendance gathered on students including those identified as economically disadvantaged and students with a disability. Contact made with parent regarding absence via planner, grade reporting system such as Edsby, parent link, letter, etc. Weekly review of daily point sheet data for students including those identified as economically disadvantaged and with a disability. Review at weekly behavior support meetings and update behavior plans as needed. Daily point sheets sent home and/or referenced in student planner. Behavior monitoring software used and data can pulled from this program to review.
Rationale for Evidence-based Strategy	Collecting and reviewing timely data allows for patterns to be identified and addressed early on and offset sooner rather than later.
Action Step	
Description	1. Implement the usage of planners as a two-way communication tool 2. Train teachers/support staff on the new behavior tracking document and how to input into the master spreadsheet 3. The use of stallion bucks as positive reinforcement for behavior 4. Daily attendance calls and notes in planner 5.
Person Responsible	Cara Yacinich (cara.yacinich@hcps.net)

#2	
Title	Improve Academic Achievement in all content areas
Rationale	<p>7 of 8 Third Grade students were not proficient in ELA as reflected by Spring 2018 FSA scores, 8 of 8 Third Graders were not proficient in Math as reflected by Spring 2018 FSA scores</p> <p>2 of 2 Eighth Grade students were not proficient in ELA and Math as reflected by Spring 2018 FSA scores,</p> <p>3 of 3 Tenth Grade students were not proficient in ELA as reflected by Spring 2018 FSA scores</p> <p>3 of 3 Students enrolled in Algebra and Geometry did not meet minimum level 3 on EOC</p>
State the measurable outcome the school plans to achieve	60% of students grades K-12 will be proficient in Reading and Math as assessed by FSA and EOC's.
Person responsible for monitoring outcome	Cara Yacinich (cara.yacinich@hcps.net)
Evidence-based Strategy	Professional Development for teachers to increase skills and strategies, instruction using technology for increased student engagement and content interaction, Communication between parents and teachers, Reading and Math materials during breaks from school to reduce the slide of learned materials. Lease additional equipment such as a copier to improve student achievement through additional learning resources.
Rationale for Evidence-based Strategy	Materials presented in different mediums increases understanding, collaboration and serves as Differentiated instruction. Improved communication allows for open dialogue and collaboration between stakeholders and allow for increased involvement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule professional development course for teachers 2. Purchase planners to allow for communication between staff and parent/guardian(s) 3. Explore approved vendors for consumable materials 4. Classroom observations with follow up data chats, PLC's 5. Lease a copier for the school year to allow for teachers to print supplemental material and increase instructional delivery and effectiveness.
Person Responsible	Cara Yacinich (cara.yacinich@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.

Our school utilizes daily home reports, and parent connect system to encourage parent participation. The School Advisory Committee (SAC) is responsible for the planning, review and improvement of the Title I program. Parents are included as members of the SAC committee and elected by voluntary participation. Parents involved in SAC committee have the right to participate in the decision-making process regarding the utilization and distribution of Title I funds. Community and business members are encouraged to participate in our SAC meetings. Local community organizations are asked for donations that would benefit our school with resources for projects and events.

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 are programmed and scheduled appropriately through clear communications with feeder schools utilizing district scheduling guidelines, at- risk lists, and early warning systems based on a student's need for support.

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

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

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their

progress.

- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable.
- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test methods, and reflect on the results.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all.
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results.

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.

Courses and coursework are established in Professional Learning Communities, Career Themed Courses, Career Pathways, and Program Completion, 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 post secondary readiness (industry certifications, college credit, job skills, etc).

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, Career Themed Courses, Career Pathways, and Program Completion, 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 post secondary readiness (industry certifications, college credit, job skills, etc).

Part V: Budget

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

1	III.A.	Areas of Focus: Improve School Culture by creating a positive learning environment.				\$1,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	510-Supplies	4002 - Simmons Exceptional Center	Title, I Part A		\$500.00
			Notes: Printer Ink			
	5200	510-Supplies	4002 - Simmons Exceptional Center	Title, I Part A		\$550.00
			Notes: Copy Paper			

	5200	510-Supplies	4002 - Simmons Exceptional Center	Title, I Part A		\$600.00
			<i>Notes: Craft Paper, Envelopes, Pencils, Pens, Paper Clips, Glue, Glitter, Paint, Folders, Construction Paper</i>			
2	III.A.	Areas of Focus: Improve Academic Achievement in all content areas				\$11,216.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	644-Computer Hardware Non-Capitalized	4002 - Simmons Exceptional Center	Title, I Part A		\$4,641.00
			<i>Notes: 7 Laptops</i>			
	5200	644-Computer Hardware Non-Capitalized	4002 - Simmons Exceptional Center	Title, I Part A		\$2,646.00
			<i>Notes: 7 Projectors</i>			
	5200	644-Computer Hardware Non-Capitalized	4002 - Simmons Exceptional Center	Title, I Part A		\$750.00
			<i>Notes: 10 x CASA</i>			
	6150	510-Supplies	4002 - Simmons Exceptional Center	Title, I Part A		\$136.00
			<i>Notes: Reading and Math Consumables over Breaks</i>			
	6150	120-Classroom Teachers	4002 - Simmons Exceptional Center	Title, I Part A		\$1,243.00
			<i>Notes: Professional Development</i>			
	5200	369-Technology-Related Rentals	4002 - Simmons Exceptional Center	Title, I Part A		\$1,800.00
			<i>Notes: Lease a copier for an entire school year to print instructional material.</i>			
Total:						\$12,866.00