

Duval County Public Schools

Alden Road Excep. Student Center



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	8
Planning for Improvement	13
Title I Requirements	17
Budget to Support Goals	19

Alden Road Excep. Student Center

11780 ALDEN RD, Jacksonville, FL 32246

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

Demographics

Principal: Joseph Blich G

Start Date for this Principal: 8/6/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval 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

<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>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;">Special Education</p>	<p>Charter School</p> <p>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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SIP Authority

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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.

It is the mission and commitment of Alden Road School, its families and the community to provide individualized instruction within a safe, respectful and positive learning environment that promotes self-determination, self-advocacy, self-esteem and skills for communication and life-long learning.

Provide the school's vision statement.

The vision of Alden Road is to instruct, mentor and support students to reach their full potential as responsible and productive citizens within the community.

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
Blitch, Joseph	Principal	Monitor progress toward SIP goals Provide frequent feedback to staff regarding strategies outlined in SIP Receive feedback from faculty, staff and stakeholders regarding the SIP Present Mid-Year Stakeholder Review to stakeholders
Baine, Donna	Assistant Principal	Monitor progress toward SIP goals Provide frequent feedback to staff regarding strategies outlined in SIP Receive feedback from faculty, staff and stakeholders regarding the SIP Manage Title I component of SIP
Comberg, Lorrie	School Counselor	Monitor systems for student placement in the most appropriate academic setting Monitor IEP compliance to ensure all students receive appropriate services

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	1	6	6	9	14	19	119	174
Attendance below 90 percent	0	0	0	0	0	0	0	4	2	3	5	6	36	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	1	6	6	8	13	18	38	90

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	2	4	3	11	0	13	6	39

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	0
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)

36

Date this data was collected or last updated

Tuesday 8/6/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	2	6	8	7	14	38	76
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	2	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	0	1	2	4
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	1	0	1	0	3	6

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	1 (0)	6 (0)	6 (0)	9 (0)	14 (0)	19 (0)	119 (0)	174 (0)
Attendance below 90 percent	0 ()	4 ()	2 ()	3 ()	5 ()	6 ()	36 ()	56 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	1 (0)	6 (0)	6 (0)	8 (0)	13 (0)	18 (0)	38 (0)	90 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	9	23		5	21		7			87	
BLK	10				8						
WHT	7	14		10	25						
FRL	14	25		5	24		10				
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

ESSA Federal Index	
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
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	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	6
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	14
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
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.

Based on 18-19 Geometry E.O.C. data, 8% of Alden Road students scored in the proficient range. This is a slight downward trend compared to previous year's data. Contributing factors include the following: Many students face challenges with communication, many students face challenges with behavior, lack of prescriptive data in order to design relevant learning opportunities that address specific needs of individual students and many students lack necessary background knowledge in content areas

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

Based on FSAA data, Alden Road students made the greatest decline in ELA, posting proficiency scores of 19% in 17-18 and proficiency scores of 18% in 18-19. Contributing factors related to the decline include the following: Many students face challenges with communication, many students

face challenges with behavior, lack of prescriptive data in order to design relevant learning opportunities that address specific needs of individual students and students lack necessary background knowledge in content areas

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

The greatest gap compared to the state average was 0% proficiency in Math for African American Males. Potential factors that contributed to this include: Lower levels of engagement during instruction due to cognitive disability, exposure to learning activities that are aligned to grade level standards and attainment of prerequisite skills necessary to reach proficiency.

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

Based on 2018-2019 data, the greatest area of growth was on the Geometry E.O.C. Alden Road students increased from 0% proficient, to 8% proficient. T.M.A's were created during common planning with Admin./Instructional Lead support to ensure validity and populated into UNIFY. TMA questions were linked to the appropriate standard(s) and the data was utilized to address specific deficiencies. Exit Tickets were incorporated into daily learning to ensure frequent checks for understanding were occurring. Guided questioning was incorporated into daily lesson plans to accurately gauge student mastery of the learning concepts.

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

1. Decrease the number of students not meeting the 90% attendance threshold
2. Decrease the number of students meeting criteria for 2 or more Early Warning Indicators

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

1. Increase proficiency on the Geometry EOC from 8% to 18%
2. Increase proficiency on the FSAA ELA Assessment from 8% to 18%
3. Decrease the number of Restraints/Seclusion by 35%
4. Increase the percentage Post-Grab Transition Students meeting satisfactory criteria on the CBVE Skills Assessment rating scale by 15%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with disabilities
Rationale	Alden Road is a self-contained center school serving students with significant cognitive disabilities.
State the measurable outcome the school plans to achieve	Based on FSAA data, student with disabilities are performing below the above 41% threshold for proficiency.
Person responsible for monitoring outcome	Joseph Blich (blitchj@duvalschools.org)
Evidence-based Strategy	Provide prescriptive learning experiences that are standards based. Continuous progress monitoring will be essential to measure student growth toward learning targets.
Rationale for Evidence-based Strategy	Provide prescriptive learning experiences that are standards based. Continuous progress monitoring will be essential to measure student growth toward learning targets.
Action Step	
Description	<ol style="list-style-type: none"> 1. Exposure to standards based curriculum 2. Continuous progress monitoring to measure student movement toward standards mastery 3. 4. 5.
Person Responsible	Joseph Blich (blitchj@duvalschools.org)

#2	
Title	White Students
Rationale	Alden Road is a self-contained center school serving students with significant cognitive disabilities. Based on the federal index percentage, we are targeting all of the needs of this particular subgroup to ensure we are striving for more proficiency.
State the measurable outcome the school plans to achieve	Based on FSAA data, student with disabilities are performing below the above 41% threshold for proficiency.
Person responsible for monitoring outcome	Donna Baine (bained@duvalschools.org)
Evidence-based Strategy	Provide prescriptive learning experiences that are standards based. Continuous progress monitoring will be essential to measure student growth toward learning targets. (https://www.greatschools.org/gk/articles/why-are-standards-important/)
Rationale for Evidence-based Strategy	Provide prescriptive learning experiences that are standards based. Continuous progress monitoring will be essential to measure student growth toward learning targets.
Action Step	
Description	<ol style="list-style-type: none"> 1. Exposure to standards based curriculum 2. Continuous progress monitoring to measure student movement toward standards mastery 2. Increased exposure to communication strategies including high/low tech. AT devices, Core Vocabulary and visual picture exchange. 3. 4. 5.
Person Responsible	Joseph Blitch (blitchj@duvalschools.org)

#3	
Title	African American
Rationale	Alden Road is a self-contained center school serving students with significant cognitive disabilities.
State the measurable outcome the school plans to achieve	Based on FSAA data, student with disabilities are performing below the above 41% threshold for proficiency.
Person responsible for monitoring outcome	Donna Baine (bained@duvalschools.org)
Evidence-based Strategy	Provide prescriptive learning experiences that are standards based. Continuous progress monitoring will be essential to measure student growth toward learning targets.
Rationale for Evidence-based Strategy	Provide prescriptive learning experiences that are standards based. Continuous progress monitoring will be essential to measure student growth toward learning targets.
Action Step	
Description	<ol style="list-style-type: none"> 1. Exposure to standards based curriculum 2. Continuous progress monitoring to measure student movement toward standards mastery 2. Increased exposure to communication strategies including high/low tech. AT devices, Core Vocabulary and visual picture exchange. 2. 3. 4. 5.
Person Responsible	Donna Baine (bained@duvalschools.org)

#4	
Title	Economically Disadvantaged Students
Rationale	Alden Road is a self-contained center school serving students with significant cognitive disabilities.
State the measurable outcome the school plans to achieve	Based on FSAA data, student with disabilities are performing below the above 41% threshold for proficiency.
Person responsible for monitoring outcome	Joseph Blitch (blitchj@duvalschools.org)
Evidence-based Strategy	Provide prescriptive learning experiences that are standards based. Continuous progress monitoring will be essential to measure student growth toward learning targets. (https://www.greatschools.org/gk/articles/why-are-standards-important/)
Rationale for Evidence-based Strategy	Provide prescriptive learning experiences that are standards based. Continuous progress monitoring will be essential to measure student growth toward learning targets.
Action Step	
Description	<ol style="list-style-type: none"> 1. Exposure to standards based curriculum 2. Continuous progress monitoring to measure student movement toward standards mastery 2. Increased exposure to communication strategies including high/low tech. AT devices, Core Vocabulary and visual picture exchange. 2. 3. 4. 5.
Person Responsible	Joseph Blitch (blitchj@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

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

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.

Alden Road will build positive relationships with parents and other community stakeholders through the use of parent involvement activities, social media, and monthly newsletters. Parent involvement activities will provide parents and caregivers the opportunity to connect with available agencies and resources outside of Alden Road. These activities will also create opportunities for parents/caregivers to engage with teachers to discuss priority needs for their child(ren).

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

The social-emotional needs of all students at Alden Road will be met utilizing the Zones of Regulation curriculum which allows students will limited communication skills to articulate their social-emotional state throughout the instructional day. All Alden Road students have access to a School Counselor trained to work with students with special needs. Referrals through Full Service Schools's are also available upon request by parents/caregivers, school staff and individual students.

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

Alden Road utilizes PLC/Planning time (90 minutes per day) as well as Early Release training days to create opportunities for classroom teachers and support personnel to collaborate vertically. These opportunities allow for the development of strategies, specifically prerequisite skills needed by all students to transition from grade level to grade level as well as from the High School Program to the Post-Grad Transition program. The vertical teams utilizes individual student data, student interest inventories as well as parent input to best determine academic paths for each student.

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.

Alden Road Leadership utilizes personnel, resources including high/low Asserive Technology Devices as well as the ULS Curriculum to meet the individual needs of all students. Resources including federal state and local dollars are used to purchase individual resources for all students based on need. This process is facilitated in collaboration with the Job Developer, Therapist, Classroom Teachers and Paraprofessionals. Through the collaboration process with all stakeholders, the individual needs of students are identified and resources are made available. There is a progress monitoring piece that is visited frequently to ensure provided resources are effective and meet the needs of each student. All resources are cataloged through an inventory process to ensure proper accountability of resources.

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

Alden Road supports career awareness through partnerships with multiple businesses including Publix Supermarkets, Burlington Coat Factory, St. Vincent's Hospital, University of North Florida, Spuddy's, Roses Department Store, Golden Corral, Duval County Public Schools that support our C.B.V.E. program. This program offers job skills training opportunities for students in a "real world" work environment with the support of Job Coaches. The C.B.V.E. program is designed to expose Post-Grad students to internship opportunities with the intended outcome being opportunities for employment after exiting Alden Road.

Part V: Budget

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

1	III.A.	Areas of Focus: Students with disabilities	\$0.00
2	III.A.	Areas of Focus: White Students	\$0.00
3	III.A.	Areas of Focus: African American	\$0.00
4	III.A.	Areas of Focus: Economically Disadvantaged Students	\$0.00
Total:			\$0.00