

The School District of Palm Beach County

Bak Middle School Of The Arts



2018-19 Schoolwide Improvement Plan

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Bak Middle School Of The Arts

1725 ECHO LAKE DR, West Palm Beach, FL 33407

<https://msoa.palmbeachschools.org>

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)
Middle School 6-8	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach 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.

Empowering students to have the knowledge, skills, and self-confidence to reach their potential in the arts, academics, and in life.

Provide the school's vision statement.

Creating a unique and diverse arts community designed to foster growth and creativity in order to reach each child's potential.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rozanski, Sally	Principal
Bendfelt, Summer	Guidance Counselor
Henderson, Shawn	Guidance Counselor
Jackson, Pamela	Guidance Counselor
Tyler, Kathy	Guidance Counselor
Glaze, Lee	Other
De La Roche, Rossana	Administrative Support
Connelly, Misty	Assistant Principal
Stamile, Jaimee	Teacher, ESE
McCormick, Laurie	Other
Dahlin, gabriela	Psychologist
Barefoot, Joseph	Teacher, K-12
Carson, Mary	Teacher, K-12
Clark, Crystal	Assistant Principal
Regula, Timothy	Assistant Principal
Amico, Erin	Teacher, K-12
Donnelly, Christina	SAC Member
Drosakis, Constance	Teacher, K-12
Gardner, Jennifer	Teacher, K-12
Moore, Shakendra	Teacher, K-12
McCarthy, Bonnie	Teacher, K-12
Riggs, Linda	Teacher, K-12
Satinoff, Martha	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

There are many subcommittees to the Bak MSOA Leadership Team. The School-based MTSS/Rtl Leadership Team (SBT) is comprised of the following permanent members: Pam Jackson - Leader, Shawn Henderson, Kathy Tyler (counselor), Summer Bendfelt (counselor). Laurie McCormick (ESE Coordinator), Jaimee Stamile (ESE teachers), and school psychologist (Gabiella Dalin) and the Administrative Team (Rozanski, Clark, Connelly, and Regula). The aforementioned members are involved based on the student's classification (e.g., ELL, 504), grade level, schedule, and particular needs. Guidance counselors, assistant principals, teachers, ESE Coordinator and ELL Contact (Shawn Henderson) contact, and principal - provide specific data and input, including, but not limited to, probes, CBIR Forms, information regarding parent and student conferences, and classroom performance & behavior. The aforementioned people will collaborate to design and oversee the implementation of the Rtl process. The team will conduct progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 2- 3 interventions (academic and behavior), and offer professional development and technical assistance. Students will be provided the needed services and support to be successful both in academics and/or behavior. The School-based MTSS/Rtl Leadership Team (SBT) will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, ESE teachers, guidance counselor) and report back on all data collected for further discussion at future meetings. The four steps of the Problem Solving Process are:

1. Problem Identification that entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed as Response-to-Intervention. In this step, the effectiveness of a students' or group of students' response to the implemented intervention is evaluated and measured.

All staff members will be part of the process and overall updates and professional development will be provided to staff to ensure that their knowledge and skills are up-to-date and are commensurate for effective implementation of Rtl as a multitiered system of support.

The aforementioned people, along with Mr. Glaze (Magnet Coordinator) meet on a bi-monthly basis as part of our Student-Centered Sessions. This is where we share data (achievement, behavior, attendance) and discuss the students that might need additional interventions, students currently are on probation, and students that may need assistance that have presented some struggles in the arts, academic, or behavior. A facet of this team's responsibility is to inform parents about their child's progress in school and refer the student to School Based Team or mentoring if appropriate.

The Department Instructional Leaders (DILs) meet monthly with Principal Rozanski (participants: all people listed as K-12 teachers, Rozanski, McCormick, De La Roche, and Tyler) represent each art and academic area, ESE, and counseling. These representatives are the voice for their department and serve as a direct line of communication between administration and faculty/staff. The Department Instructional Leaders are an integral part of the decision-making process and disseminate information to their team members in regards to academic, arts, school-wide positive behavior support, and community involvement. They also gather information, lead team meetings, and attend district professional development for DILs.

These leadership groups, along with all faculty and staff at Bak MSOA, implement a Single School Culture and appreciation for multicultural diversity and the experiences and contributions that each group brings to make up the Bak Community. Our love and dedication of the arts binds this diverse population (47% minority), which is representative of students from all over Palm Beach County, from

both public and private schools. We are fortunate that 95% of our incoming 6th grade students remain at Bak MSOA through 8th grade. Because of this, we are able to build relationships with our students and parents over a three-year period. School counselors and assistant principals are assigned students by their last names, and will follow that child throughout their time at Bak MSOA. This enables the counselors and assistant principals to "get to know" the students and parents and develop deep and meaningful relations with them. To ensure that incoming students get to know their fellow students and teachers, the following activities have been planned and have/or will be implemented during the school year.

- New Student Registration - May
- Incoming Parent Orientation (Foundation) - May
- New Student orientation (includes Parents) - August
- Student/Parent Socials (throughout the school year - PTO)
- Teachers attend in-school and after school performances
- All 6th grade students take an Arts Exploration course

As mentioned previously, Bak has a Single School Culture (research-based process) that is supported by our our School-wide Positive Support System, data-driven and highly effective instruction, and our shared love of the arts. At Bak MSOA, we also ensure that through arts and academics, the content required by Florida Statute 1003.42(2) is addressed and taught with fidelity.

Early Warning Systems

Year 2017-18

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	14	24	19	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	1	10	2	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	3	5	2	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	6	12	2	0	0	0	0	20
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	2	5	0	0	0	0	7

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	6	4	9	0	0	0	0	19
Retained Students: Previous Year(s)	0	0	0	0	0	0	4	8	9	0	0	0	0	21

Date this data was collected

Tuesday 8/21/2018

Year 2016-17 - 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	5	16	11	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	5	12	8	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	8	8	3	0	0	0	0	19

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	2	1	0	0	0	3

Year 2016-17 - 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	5	16	11	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	5	12	8	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	8	8	3	0	0	0	0	19

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	2	1	0	0	0	3

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Academically, every component for school grade (Achievement, LG and LW25% for ELA and Math, Civics, Science, and Middle School Acceleration) either stayed the same (94% or greater) or improved by 1% to 6%. We would like this to be a trend. Our goal is to maintain the Achievement and Learning Gains we accomplished in SY18. SY19 Goals: 94% or greater in all achievement areas, and 80% or greater in all Learning Gains/LW 25%.

Which data component showed the greatest decline from prior year?

Academically, every major school grade component either stayed the same (94%+) or improved by 1% to 6%. The goal is to maintain the Achievement and Learning Gains we accomplished in SY18. The greatest subgroup decline came from multi-racial students in ELA Learning Gains (drop of 12%) and Lowest 25% (drop of 14%), even though 3+ achievement was at 99%. This is not a trend, rather the preceding year (SY17), this same subgroup out-performed every other subgroup by at least a 10 point margin (91% & 94%). In SY18, though the multi-racial subgroup dropped, it was inline with the school's ELA Learning Gains (80%)/Lowest 25% (82%). It should be noted that the multi-racial student population is a small percentage of the school's total population (less than 4%); a shift of a few students makes a difference in positive or negative data.

Which data component had the biggest gap when compared to the state average?

Academically, Bak MSOA is above the state average in every category by at least 25 percent (social studies achievement) to upwards of 42% higher (science achievement and ELA achievement) when compared to the state. To maintain this standard of excellence, we need a safe and secure environment that demonstrates highly-effective teaching of the standards, industry leading arts education, on-going and job relevant professional development, access to technology for every student, and tutoring and resources that can provide individualized and differentiated instruction.

Which data component showed the most improvement? Is this a trend?

The greatest improvement overall in SY18 was in Math Learning Gains and Math Lowest 25% (10 % points). The year before there was a drop in these two math components, so this is not a trend. The greatest improvement for a subgroup was Math Learning Gains for multi-racial students, which improved by 28%. The second greatest gain was ELA LW 25% for black students, which rose 20%. Since these are such large gains, I do not see this being a trend. Rather, it will be important to maintain the 80% to 90% gains.

Describe the actions or changes that led to the improvement in this area.

In SY17, we lost a highly-effective math teacher in the middle of the school year, and another highly-skilled math teacher was on leave for the year. Consequently, our Math Learning Gains dropped (though math achievement did not decline). In SY18, I was able to hire a highly-effective math teacher, strategically schedule the teacher that returned from leave, and I also adjusted other teaching assignments based on previous data and skills. Before and after school tutorial was also provided to students in regular and high school math classes. For ELA, strategic after school tutoring in reading and writing were conducted. We also provided differentiated instruction and practicing of skills via technology in both math and ELA.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	95%	56%	53%	94%	55%	52%
ELA Learning Gains	81%	57%	54%	78%	56%	53%
ELA Lowest 25th Percentile	82%	49%	47%	75%	49%	45%
Math Achievement	94%	61%	58%	93%	59%	55%
Math Learning Gains	88%	61%	57%	86%	60%	55%
Math Lowest 25th Percentile	80%	54%	51%	78%	48%	47%
Science Achievement	94%	55%	52%	87%	54%	50%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Social Studies Achievement	97%	75%	72%	99%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	14 (5)	24 (16)	19 (11)	57 (32)
One or more suspensions	1 (5)	10 (12)	2 (8)	13 (25)
Course failure in ELA or Math	3 (0)	5 (2)	2 (2)	10 (4)
Level 1 on statewide assessment	6 (8)	12 (8)	2 (3)	20 (19)
	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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	93%	53%	40%	52%	41%
	2017	93%	54%	39%	52%	41%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	97%	54%	43%	51%	46%
	2017	95%	55%	40%	52%	43%
Same Grade Comparison		2%				
Cohort Comparison		4%				
08	2018	97%	60%	37%	58%	39%
	2017	98%	56%	42%	55%	43%
Same Grade Comparison		-1%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	90%	56%	34%	52%	38%
	2017	90%	55%	35%	51%	39%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	76%	39%	37%	54%	22%
	2017	75%	38%	37%	53%	22%
Same Grade Comparison		1%				
Cohort Comparison		-14%				
08	2018	96%	65%	31%	45%	51%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	97%	63%	34%	46%	51%
Same Grade Comparison		-1%				
Cohort Comparison		21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	94%	54%	40%	50%	44%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	72%	25%	71%	26%
2017	97%	73%	24%	69%	28%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	62%	38%	62%	38%
2017	100%	59%	41%	60%	40%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

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
SWD	59	67	70	59	74	58	57	67	50		
ELL	80	95	100	75	80	77					
ASN	99	92	90	98	94	70	97	100	94		
BLK	86	78	81	82	80	70	84	95	49		
HSP	95	83	86	93	89	85	95	99	70		
MUL	99	79	80	92	90	81	89	96	95		
WHT	97	80	80	96	88	82	96	96	77		
FRL	90	82	82	88	86	80	87	94	63		
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
SWD	64	61	62	68	73	64	43	71			
ELL	82	82		76	65						
ASN	99	87		99	95	75	100	98	93		
BLK	83	65	61	77	71	66	76	93	45		
HSP	96	81	81	92	81	75	89	96	59		
MUL	95	91	94	84	77	53	86	89	71		
WHT	97	83	87	97	87	81	95	100	70		
FRL	89	75	70	84	76	65	82	94	54		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure that all students have an opportunity to be high school ready in academic achievement, behavior, and engagement.
Rationale	<ul style="list-style-type: none"> - Per district research, students that are below 90% for school attendance, are at risk of not being successful in high school. - Students that are below 90% for school attendance are missing key instruction in both the arts and academics. - The district is launching an attendance pilot (Harvard Proving Ground Attendance Initiative),
Intended Outcome	<ul style="list-style-type: none"> - Lessen the number of students that are below 90% for school attendance during the 2019 school year by 25% as compared to the 2018 school year. - Ensure a comprehensive "Single School Culture".
Point Person	Sally Rozanski (sally.rozanski@palmbeachschools.org)

Action Step	
Description	<p>Misty Connelly (A.P.) Work with teachers and staff to identify students that have attendance (absences or tardy issues). Pull data and monitor, along with the school counselor, the attendance of the students assigned to them with the last names A-F. Speak with the students to find out the root cause of their lack of attendance. Contact parents and local agencies to provide guidance, support, and take the necessary actions to help the student attend school on a regular basis. Support district attendance pilot (Harvard Proving Ground Attendance Initiative).</p> <p>Timothy Regula (A.P.) Misty Connelly (A.P.) Work with teachers and staff to identify students that have attendance (absences or tardy issues). Pull data and monitor, along with the school counselor, the attendance of the students assigned to them with the last names A-F. Speak with the students to find out the root cause of their lack of attendance. Contact parents and local agencies to provide guidance, support, and take the necessary actions to help the student attend school on a regular basis. Support district attendance pilot (Harvard Proving Ground Attendance Initiative).</p> <p>Crystal Clark (A.P.) Work with teachers and staff to identify students that have attendance (absences or tardy issues). Pull data and monitor, along with the school counselor, the attendance of the students assigned to them with the last names N-Z. Speak with the students to find out the root cause of their lack of attendance. Contact parents and local agencies to provide guidance, support, and take the necessary actions to help the student attend school on a regular basis. Support district attendance pilot (Harvard Proving Ground Attendance Initiative).</p>
Person Responsible	Crystal Clark (crystal.clark@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	On a bi-monthly basis, attendance data will be gathered from SIS, actions and interventions will be discussed and analyzed to note positive changes or barriers to success, and individual plans will be revised or continued for each at-risk students in regards to attendance (absences and tardies). Call-outs and Newsletters will continue to stress the importance of students arriving on time and attending school on a regular basis.
Person Responsible	Timothy Regula (timothy.regula@palmbeachschools.org)

Activity #2	
Title	Ensure effective and relevant instruction is provided to meet the needs of all students.
Rationale	<ul style="list-style-type: none"> - To maintain the standards of excellence in achievement and learning gains, differentiated and individualized instruction must be provided (80% or greater for learning gains). - Because the main access to Instructional textbooks (e.g., science), resources, and individualized learning is through technology, access to technology must be available to all students while at school. - It is essential that personalized learning opportunities through technology and tutoring are provided, and the digital divide is lessened. - Educators require job relevant professional development to maintain or become highly qualified teachers.
Intended Outcome	<ul style="list-style-type: none"> - By the end of SY19, 100% of the students, while in academic classrooms, will have daily access to laptops (e.g., Chromebooks). - During SY19, all students will have access to individualized math and reading programs and/or have access to before or after school tutoring. - All teachers will be provided individualized and small group professional development throughout the school year. - Achievement in all areas will be 92% or higher (reading, math, science, and civics) as evidence by the SY19 School Grade report. - Learning gains will be 80% or greater in math and ELA as evidence by the SY19 School Grade report.
Point Person	Sally Rozanski (sally.rozanski@palmbeachschools.org)
Action Step	
Description	<ul style="list-style-type: none"> - Secure funds to purchase the need resources and programs (e.g. Chromebooks, IXL). - Secure the funds needed to support and conduct before and after school tutoring (trade-off and K-12 Grant). - Develop a Google Document to be used for monitoring laptops. - Craft an after school tutorial plan, invite students, recruit teachers, and ensure implementation of before and after school tutoring in math, reading, writing, and science. - Implement the Pillars of Instruction - Students are immersed in rigorous standards-based instruction and the additional content required by Florida State Statute 1003.42. <p>(a) History of the Holocaust (b) History of African and African Americans (c) Women's Contribution (d) Sacrifices of Veterans, and the value of Medal of Honor recipients</p> <ul style="list-style-type: none"> - Continue to provide and support a Single School Culture that appreciates and foster the development of the arts, embraces the diversity of all stakeholders, and nurtures the unique abilities and differences of our students, faculty, and staff. - Promote a culture of learning and development for all employees by providing professional development designed for growth and advancement.
Person Responsible	Sally Rozanski (sally.rozanski@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> - Monitor the SY19 Computer Cart Assignments and Reporting and ensure issues are resolved. - Monitor teacher and students use of technology, and identify those students that do not have technology at home. Take action based on those findings (e.g., place in Critical

Thinking class).

- Ensure that students are enrolled and monitor the use of Reading Plus and IXL.
- Monitor attendance of students in the tutorial program.
- Gather data to see the effectiveness of tutoring on students achievement in the classroom (and FSQ/USA) and on Winter Diagnostics.
- Gather and analyze Mid-Terms, Palm Beach Performance Assessments, and Winter Diagnostics to gauge the academic achievement of students.
- Speak to tutorial teachers and the students classroom teachers for anecdotal information and support.

Person Responsible Misty Connelly (misty.connelly@palmbeachschools.org)

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 Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

Not Title I

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.

Not Title I

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

Not Title I

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.

Not Title I

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

Not Title I

Part V: Budget

Total:	\$78,922.00
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