Arkansas OWL CREEK SCHOOL

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Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/25/2016

OWL CREEK SCHOOL NCES - 50612001213

FAYETTEVILLE SCHOOL DISTRICT

School Success Indicators   Key Indicators are shown in RED.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	**ID01 - A team structure is officially incorporated into the school governance policy.(36)**
Status	**Full Implementation**
Assessment	Level of Development:

Initial: Full Implementation 10/28/2015

Evidence: Owl Creek has a common team structure that that is officially incorporated into the school governance policy. Each team has a specific purpose and scheduled time to meet. We have an active PTO that consists of parents and school staff that works to continually improve Owl Creek School. Internal team structures include a leadership team (consisting of administrators and instructional facilitators), grade level teams, special services, and a variety of committees such as RTI, Positive Behavior Support (PBS), school environment, advisory, The Leader in Me (TLIM), Owl Creek Guiding Coalition (PLC/collaboration), and STEM. Each of these teaming practices help to make Owl Creek a successful school.

Indicator	**ID04 - All teams prepare agendas for their meetings.(39)**
Status	**Full Implementation**
Assessment	Level of Development:

Initial: Full Implementation 09/24/2015

Evidence: Owl Creek maintains appropriate documentation for all formal meetings and training sessions. Agendas are prepared and shared with staff for grade-level instructional team meetings, administrative leadership meetings, monthly staff committees, bi-weekly staff meetings and professional development sessions. Sign-in logs are also collected to record attendance.

Indicator	**ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)**
Status	**Full Implementation**
Assessment	Level of Development:

Initial: Full Implementation 09/24/2015

Evidence: Owl Creek's leadership team meets weekly on Mondays. This leadership team consists of the principal, elementary/middle school assistant principals, and elementary/middle school instructional facilitators for both math and literacy. Responsibilities of the leadership team include, school policies and compliance reviews, montioring of school attendance, book studies on best instructional practices (specifically PLC's for the 2015/16 school year), planning/ assessing staff professional development,

		monitoring grade-level team progress, planning for weekly grade-level meetings with instructional facilitators, and preparing/ completing collaborative walkthroughs.
Indicator	**ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)**	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/16/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Previously the district has provided an application for leadership teams to conduct classroom walkthroughs in order to access specific strategies and also to determine what types of professional development were needed in the building/district. This application is no longer available, but leadership within the building will begin conducting collaborative classroom walkthroughs in order to calibrate rating expectations for teacher observations and flush out patterns of needed professional development.The leadership team currently meets weekly to discuss all aspects of building needs. Once a quarter, the leadership team will focus their meeting on reviewing collaborative walkthrough data and developing professional development for areas of need. Professional Learning Communities(PLCs) meet with instructional facilitators weekly to focus on specific instructional practices. Each quarter PLCs will conduct team walkthroughs and analysis of observation results. Team walkthrough data will be tracked with a google checklist, allowing leadership to view and discuss team walkthrough in comparison with their own walkthrough data. Currently Walk-throughs are planned to begin but a systematic approach to aggregate "patterns of practice" is needed. It is tenatively planned that each walkthrough will contain a focus point of student engagement, formative assessments, and procedures. A data collection program to document and statistically assess "patterns of practice" ovserved during walkthroughs still needs to be created as well. The proposed google document will serve as this data collection program, but it needs to be created and implemented. Additionally, on-going site based protocol training (SBOT) is held for each grade level for both literacy and math. A comprehensive literacy model is observed and reviewed by grade level staff to reinforce protocol expectations and generate creative of ideas of how to meet the protocol expectations.
Plan	Assigned to:	Stephanie Davis
	How it will look when fully met:	
		Professional Learning Communities will complete walkthroughs as a pre-assessment to determine patterns of professional practice within the areas of student engagement, formative assessments, and procedures in the classroom during a weekly team meeting. This pre-assessment data will give the leadership team a baseline for strategies teachers are utilizing in these areas. Teachers will record this information in a walkthrough protocol form so that the data can be aggregated. Leadership and instructional facilitators will utilize the data to plan future professional development in weekly team meetings. After the pre-assessment, teachers will use one team meeting each quarter to conduct further walkthroughs in various grade levels and disciplines.The quarterly walkthroughs will give teachers, instructional facilitators, and leadership the chance to focus on growth within student engagement in the classroom, use of formative assessments, and daily procedures and routines. By December 2016 we will have developed and polished a google protocol for teachers to use during their quarterly walkthroughs. Quarterly walkthroughs will begin in January and be completed by May. Leadership will use the comprehensive google form from the multiple

walkthroughs to plan for school improvement and professional development needs for the following year.

Target Date:	05/26/2017

Tasks:

1. Leadership and ACSIP steering team will determine how to present walkthrough goals to instructional facilitators and teaching teams.

Assigned to:	Stephanie Davis
Added date:	09/16/2016
Target Completion Date:	11/01/2016
Comments:	

2. Create a google protocol form to collect walkthrough data.

Assigned to:	Brent Smith
Added date:	09/16/2016
Target Completion Date:	12/01/2016
Comments:	

3. Schedule quarterly walkthroughs during team meetings.

Assigned to:	Chris Sputo
Added date:	09/16/2016
Target Completion Date:	01/08/2016
Frequency:	four times a year
Comments:	

4. Analyze walkthrough data and plan professional development based on data.

Assigned to:	Stephanie Davis
Added date:	09/16/2016
Target Completion Date:	05/26/2017
Frequency:	four times a year
Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	**IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)**
Status	Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/24/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The leadership team meets weekly to discuss school needs and plan next steps to help meet needs of students, teachers, and other stakeholders. Once a quarter, the leadership team will use its weekly meeting to discuss classroom walkthrough data conducted by professional learning communities as well as the principal's summary reports of observations. The data results and analysis will be the basis for planning professional development which will be given during weekly team meetings, faculty meetings, or professional development days.	
Plan	Assigned to:	Stephanie Davis	
	How it will look when fully met:		

Leadership will complete observations as needed as part of the teacher evaluation system. Teachers will complete quarterly walkthroughs across grade levels and disciplines to observe strategies used for student engagement, procedures, and formative assessments to monitor student learning. The information gathered by both leadership and teachers will be aggregated in a google document. During the quarterly leadership meeting, the data from these observations will be discussed, trends will be determined, and professional development to improve weaknesses will be set. Team meetings, faculty meetings, and professional development days will be used to implement the professional development needed by staff based on observation data.

Target Date:	03/24/2017
Tasks:	

1. ACSIP steering team will identify best practices for staff to assess during classroom walkthroughs.

Assigned to:	Chris Sputo
Added date:	09/21/2016
Target Completion Date:	10/31/2016
Comments:	

2. Develop a system for collecting classroom walkthrough data.

Assigned to:	Brent Smith
Added date:	09/16/2016
Target Completion Date:	12/02/2016
Comments:	

3. Use weekly leadership meeting once a quarter to review classroom walkthrough data and make a professional development plan based on the data results.

Assigned to:	Stephanie Davis
Added date:	09/16/2016
Target Completion Date:	03/31/2017
Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	**IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/24/2015
	Evidence:	Teachers sit down with administrators to discuss informal and formal observations at the end of the school year. Through these discussions teachers determine professional growth plans for the following school year.
Indicator	**IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/24/2015
	Evidence:	Owl Creek ensures all staff members are provided with high quality, ongoing professional development. Several professional development hours are focused on best instructional practices. All staff members participate in building-level or district-level sight based observation trainings in an effort to learn from other professionals in their fields. Additionally, instructional facilitators (both math and literacy) model in teachers' classrooms and assist teachers in the development of lesson plans. Owl Creek staff participate in weekly team meetings that are focused around both grade level and school identified needs. One of these meetings each month is utilized to analyze student data and ensure that specific needs are being met for all students. Throughout the school year, staff members spend time vertically and horizontally aligning their

curriculum during district professional development days. The district always requires that three hours are technology-based.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	**IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)**
Status	**Objective Met** 9/21/2016

Assessment	Level of Development:	Initial: Limited Development 09/24/2015	
		Objective Met - 09/21/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	2014/15: Owl Creek scheduled around student needs, providing extended time in content areas of high need (70 minute core class in science, math and literacy). Interventions were built into the class times along with additional Tier II and III interventions were scheduled for students to support core content through Learning Tools schedule and structure. CLC calendar starting 2014/15. 2015/16: Owl Creek was mandated to seven 50 minute class times for all subjects. Interventions for remediation and enrichment have had to go outside of the classroom. Owl Creek provides an after school program 3 days a week for 2 hours eachh day that focuses on struggling students and helping them with academic intereventionss and/or homework. Owl Creek is a continuous learning calendar school which means there are periodic week-long breaks throughout the year (October, February, May) in which struggling students are targeted to attend in order to provide intense small group interventions for specific skill sets they are lacking.	
Plan	Assigned to:	Stephanie Davis	
	How it will look when fully met:	*After talks with District level administrators regarding scheduling for the 2016-2017 school year, it is our hope that 70 minute core classes can be reinstated with grades 5 & 6 in order to provide small group intervention/enrichment time with classroom teachers in the areas of Language Arts, Mathematics and Science in order to provide Tiers 1 and 2 instructional support. All "out of classroom time" support such as the after school program and intersession intervention/enrichment opportunities will stay in place.	
	Target Date:	08/04/2015	

Tasks:

1. Stephanie Davis and Brandon Craft will discuss scheduling options with central office.

	Assigned to:	Stephanie Davis
	Added date:	11/12/2015
	Target Completion Date:	12/18/2015
	Comments:	During district leadership scheduling meeting, Owl Creek administrators presented a new model for the 16-17 school year which was approved and implemented. Owl Creek core classes now have 86 minutes to provide instruction, intervention, and enrichment.
	Task Completed:	03/15/2016

Implement	Percent Task Complete:	
	Objective Met:	9/21/2016

	Experience:	
		9/21/2016 Although the process was initially frustrating, it ended up being very rewarding. Having our previous master schedule denied caused us to think out side of the box and come up with an even better master schedule to meet the needs of our students.
	Sustain:	
		9/21/2016 Having been in school for a two months now, we see the benefits of the new schedule. We are brainstorming ideas with staff to make it even better. We are exploring ideas to provide time for vertical teams to meet within the master schedule.
	Evidence:	
		9/21/2016 Refer to master schedule loaded as an artifact in supporting documents.

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/28/2015
	Evidence:	Owl Creek utilizes the application data base, provided by the district's human resource department, to locate and hire highly qualified staff for all certified positions. In limited circumstances, teachers may be hired and/or placed in areas outside of their highly qualified content area or grade level. In this case, staff are require to apply for a waiver from state while activly working to complete the courses and praxis tests required to earn highly qualified status in their assigned area of placement.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/28/2015
	Evidence:	District grade level teams were established to write integrated units of study in an effort to have a common curriculum throughout each of the schools within the district. Pacing guides were created to ensure all teachers are teaching the essential standards and are on track with the rest of the district. These units of study include formative assessments, sample lessons, and essential vocabulary. Throughout the school year, staff members participate in horizontal and vertical alignment to discuss units already taught and make revisions for the following school year and plan and develop future units of study. Owl Creek grade level teams meet weekly to look at upcoming units and plan instruction for the following week.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/28/2015
	Evidence:	Owl Creek teachers test each student at least three times each year to determine progress towards grade-level standards-based objectives. Kindergarten through fifth grade administers the DIBELS benchmark for

each student at the beginning, middle, and end of year. Students who are deemed at risk or some risk according to the benchmark assessment are progress monitored either monthly or bi-monthly. Additionally, kindergarten and first grade use a standards-based report card for literacy and kindergarten through second grade use a standards-based report card for math. Teachers assess students at the end of each quarter on standards the students are expected to have mastered up to that point in the school year. Teachers use the data from these assessments to make adaptations in instruction and to identify students in need of additional assistance.

Indicator	**IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)**		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/21/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At Owl Creek, grade level teams meet on a weekly basis with the instructional facilitators and administration to review student data, student progress, and best instructional practices. Student data is predominantly gathered from state standardized tests, ACT Interim assessments, and intermittent formative assessments in the literacy and math classes. Additionally, horizontal professional development is provided by the district allowing content teams to develop curriculum units and essential standards of study. School based data and district essential standards are used by grade level teams to plan, develop, and implement focused interventions for students during instructional time. Needs assessments for best instructional practices are identified through current research and informal/formal administrative observations. Best practices are shared or reviewed with staff to encourage effective use.	
Plan	Assigned to:	Stephanie Davis	
	How it will look when fully met:	At Owl Creek, Professional Learning Communities (PLC) meet on a weekly basis with horizontal content partners, instructional facilitators and administration to: identify essential skills or standards, develop common formative assessments targeted to track student proficiency on essentials, develop rubrics and grading expectations to assess student proficiency, and to review formative, summative, interim, and standardized student data. Cumulative student data is used to plan, develop, and implement focused interventions and enrichment activities based on individual student need. Furthermore, post intervention assessments are used to determine individual student growth and instructional efficacy. Curricular lessons and activities are designed and vetted through the PLC process to ensure equal opportunity for all students and access to best instructional practices. During this process, "best practices" are considered based on: a comparison of student proficiency level or growth data across various classrooms (identifying and sharing highly effective instructional strategies used by staff to build individual proficiency), current research of highly effective instructional practices, staff walkthrough data of instructional practices evident, and informal/ formal administrative observations. In addition to the school based PLC process, grade level staff periodically meets horizontally across the district to develop and align curricular units of study, identify overarching essential unit questions, and share instructional practices. Evidence of growth in this area will be based on data collected in each PLC's Google data sheet, student growth and performance on the yearly standardized assessment, artifacts of lessons, rubrics, or formative assessments developed by the PLC, and administrative observations.	
	Target Date:	12/22/2017	
	Tasks:		

1. Develop master schedule to allow for horizontal PLC meetings

Assigned to:	Brandon Craft
Added date:	09/21/2016
Target Completion Date:	08/03/2016
Comments:	

2. PLC teams to develop list of essential skills or practices to track during the 2016/17 school year.

Assigned to:	PLC Teams
Added date:	09/21/2016
Target Completion Date:	09/01/2016
Comments:	

3. Google spreadsheet developed for teams to enter and analyze student performance data.

Assigned to:	Brandon Craft
Added date:	09/21/2016
Target Completion Date:	09/01/2016
Comments:	

4. Each PLC team will have developed, conducted, analyzed 1 common formative assessment, and provided interventions based on student performance to monitor growth. Artifacts included as evidence.

Assigned to:	Chris Sputo
Added date:	09/21/2016
Target Completion Date:	09/30/2016
Comments:	

5. PLC teams will meet with instructional facilitators to review interim testing data and review PLC action plans/current progress.

Assigned to:	Stephanie Davis
Added date:	09/21/2016
Target Completion Date:	12/16/2016
Comments:	

6. Each PLC team will have developed, conducted, analyzed 8 common formative assessment, and provided interventions based on student performance to monitor growth. Artifacts included as evidence to evaluate effectiveness of instructional practices and student growth.

Assigned to:	Stephanie Davis
Added date:	09/21/2016
Target Completion Date:	06/07/2017
Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	**IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015

	Evidence:	All certified staff at Owl Creek are required to align instrucitonal standards with state frameworks for their grade level and content area. Additionally, teachers are actively involved in the development and implementation of district pacing guides, grade level units of study and common assessments. .

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator	IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)
Status	Tasks completed: 0 of 4 (0%)
Assessment	Level of Development:

	Level of Development:	Initial: Limited Development 09/20/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Teachers are currently using several modes of instruction that include whole group, small group, individual, computer-based and homework. Each of these modes of instruction are built into every teachers daily lessons and master schedule and lesson plans for both Literacy and Mathematics.

A homework policy has been developed at each grade level as a communication to parents regarding what to expect with homework within each grade level, the purpose of homework, and what homework at that grade level "looks like."

A Literacy Instructional Coach and Math Instructional Coach work with teachers to model and develop instructional practices that use these varied modes within the classroom. The instructional coaches also work within each grade level Professional Learning Community to help analyze formative assessments and then flexibly group students. The Instructional coaches help to create, find or develop differentiated instruction for each group.

Computer-based instruction occurs mostly during station time allowing for small group instruction to occur. Additional interventionist are scheduled during literacy and math small group time to allow for differentiation as needed. This is called "WIN" (What I NEED) time.
WIN Time includes lessons for students who need scaffolding, core instruction, or extension.

Plan	Assigned to:	Chris Sputo

How it will look when fully met: Teachers are currently learning to develop common formative assessments and group students into flexible groups. Some grade levels are more advanced in this process than others and we are currently working on creating good common assessments.
When this objective is being fully met within Owl Creek School it will appear as collaborative teacher teams discussing a common assessment that has just been given, grouping students according to the essential skill performance, and creating differentiated lessons that will occur during small group time (in both math and literacy). Additional assistance such as special education, ELL, and parapros will attend those planning meetings to help create and develop the differentiated lessons to meet students where they are and push them to acquire the next level of skill/standard.
Teams will track essential skill mastery on a spreadsheet as evidence of teaching and learning.

Target Date: 05/20/2016

Tasks:

1. Development of common formative assessments

	Assigned to:	Instructional Coaches
	Added date:	09/20/2016
	Target Completion Date:	02/28/2017
	Frequency:	twice monthly
	Comments:	

District Assessment coordinator will help faciliatate PLC conversations around best ways to create common formative assessments.

2. Analyze and document common formative assessments in order to group students based on essential skill performance.

Assigned to:	Chris Sputo
Added date:	09/20/2016
Target Completion Date:	03/31/2017
Frequency:	twice monthly
Comments:	documentation of essential skill mastery will be kept in the google spreadsheet to show essential skill growth of each student.

3. Develop "WIN" (What I Need) with the grade-level PLC plus special education teachers, ELL teachers and interventionist that are in the grade level PLC team. WIN time will include differentiated lessons for each group, who will conduct those lessons and where.

Assigned to:	Grade Level Teachers
Added date:	09/20/2016
Target Completion Date:	05/31/2017
Frequency:	monthly
Comments:	

4. Reassess essential skills for mastery.

Assigned to:	Grade Level Teachers
Added date:	09/20/2016
Target Completion Date:	05/31/2017
Frequency:	monthly
Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator	**FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)**
Status	**Full Implementation**
Assessment	Level of Development: Initial: Full Implementation 10/29/2015
	Evidence: As part of their enrollment packet at the beginning of the year, each family at Owl Creek receives a copy of Fayetteville School District's Parent Compact. This document provided parents with an outline of school, parent, and student responsiblities within the school system. In addition, Owl Creek supplies parents with additional documentation to inform parents of responsibilites related to school specific programs or processes. These include but are not limited to documents related to OWl Creek's Positive Behavioral Interventions and Supports program (PBIS), Leader in Me program, Monday folders, daily folders/ agendas and class specific expectations.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	**HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)**
Status	**Full Implementation**
Assessment	Level of Development: Initial: Full Implementation 10/29/2015
	Evidence: Owl Creek is a Prek-6th grade school where students are exposed to career pathways such as medical detectives, art, music, etc... The focus for these school years is academic preparation that leads to Junior High

readiness which in turn leads to High School readiness and college readiness.

Transition plans are in place with both Junior High Schools to prepare students. Each year the junior high counselors conduct an orientation meeting at Owl Creek for upcoming students so that they are aware of the career path choices available to them when they enter junior high and in turn can make informed decisions when deciding on courses to take. Students also tour the junior high campus in order experience "a day in the lif of..." a junior high student.

Counselors conduct guidance lessons regarding career path options for each pod.