

Duval County Public Schools

# Martin Luther King, Jr Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Martin Luther King, Jr Elementary School

8801 LAKE PLACID DR E, Jacksonville, FL 32208

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

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

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

### 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 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.

Martin Luther King Jr. F.A.M.E. Academy will provide educational excellence in every classroom, for every student, every day.

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

At Martin Luther King Jr. Elementary, every student is inspired and prepared for success in middle school and beyond.

### School Leadership Team

#### Membership

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

Name	Title
Gentry, Cindy	Principal
Blank, Elizabeth	Instructional Coach
Payne, Marva	School Counselor
Willis, Andrea	Assistant Principal
Douglas, Lamnette	Instructional Coach

#### Duties

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

Members of the leadership team work collaborative to review data from a variety of sources to determine the goals and direction of the school. The principal leads the work of the group and brings expertise in the area of mathematics, leading the work of intermediate mathematics. The Assistant Principal, whose expertise lies in the area of English Language Arts, leads the work in her respective areas. The two instructional coaches, bring additional expertise to their content areas and are responsible for coaching and supporting teachers as they develop instructional best practices. Instructional coaches mentor new teachers, model lessons, co-teach, and provide feedback to teachers. Instructional coaches are also responsible for carrying out coaching plans for individual teachers. The Guidance Counselor is responsible for leading the RtI work taking place in the school and provides direct support to teachers as they develop academic and behavioral intervention plans for students in need. The Guidance Counselor is also responsible for monitoring attendance, ESE referrals, school-wide character education program and the social skills curriculum. Each member of the leadership team shares the responsibility of providing professional learning experiences for teachers, monitoring instruction and interventions, and monitoring data to determine if the school is moving towards its goals.

### 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	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 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	0	0	0	0	0	

**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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Wednesday 7/18/2018

#### 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	2	3	4	11	8	6	0	0	0	0	0	0	0	34
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	3	7	0	3	3	1	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	11	44	32	0	0	0	0	0	0	0	87

**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	3	12	23	36	59	43	0	0	0	0	0	0	0	176

#### 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	2	3	4	11	8	6	0	0	0	0	0	0	0	34
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	3	7	0	3	3	1	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	11	44	32	0	0	0	0	0	0	0	87

**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	3	12	23	36	59	43	0	0	0	0	0	0	0	176

## 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?**

ELA/Reading is the data component in which performance was the lowest and this has been a trend over the past several years.

**Which data component showed the greatest decline from prior year?**

ELA Bottom Quartile Gains was the component that showed the greatest decline from last year.

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

When compared to the state average, ELA Achievement (33) and Math Achievement (29) were the areas with the largest gaps.

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

The area that showed the most improvement over last year was the fifth grade cohort in mathematics with an improvement of 17 percentage points, followed by the ELA performance of this year's third graders compared to last year with an increase of 9 percentage points.

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

These improvements can be attributed to the following: 1) the development and use of a data-based focus calendar in math and reading; 2) consistent progress monitoring using I-Ready Standards Mastery and planning for remediation and differentiation using the results; 3) differentiated centers in math and reading.

### 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	23%	50%	56%	17%	46%	52%
ELA Learning Gains	31%	51%	55%	25%	49%	52%
ELA Lowest 25th Percentile	27%	46%	48%	32%	45%	46%
Math Achievement	33%	61%	62%	31%	57%	58%
Math Learning Gains	46%	59%	59%	36%	60%	58%
Math Lowest 25th Percentile	38%	48%	47%	47%	49%	46%
Science Achievement	27%	55%	55%	39%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	0 (3)	0 (4)	0 (11)	0 (8)	0 (6)	0 (34)
One or more suspensions	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)
Course failure in ELA or Math	0 (3)	0 (7)	0 (0)	0 (3)	0 (3)	0 (1)	0 (17)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (11)	0 (44)	0 (32)	0 (87)

#### 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
03	2018	26%	50%	-24%	57%	-31%
	2017	17%	51%	-34%	58%	-41%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	19%	49%	-30%	56%	-37%
	2017	32%	52%	-20%	56%	-24%
Same Grade Comparison		-13%				
Cohort Comparison		2%				
05	2018	28%	51%	-23%	55%	-27%
	2017	20%	48%	-28%	53%	-33%
Same Grade Comparison		8%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	36%	59%	-23%	62%	-26%
	2017	31%	62%	-31%	62%	-31%
Same Grade Comparison		5%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	18%	60%	-42%	62%	-44%
	2017	30%	64%	-34%	64%	-34%
Same Grade Comparison		-12%				
Cohort Comparison		-13%				
05	2018	47%	61%	-14%	61%	-14%
	2017	51%	57%	-6%	57%	-6%
Same Grade Comparison		-4%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	29%	56%	-27%	55%	-26%
	2017					
Cohort Comparison						

### 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	3	20	21	8	26	29					
BLK	23	31	29	33	46	39	29				
FRL	19	30	27	30	45	38	23				
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	7	19	19	20	42	31	29				
BLK	23	48	53	37	53	54	36				
FRL	22	45	52	38	56	53	35				

### 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	
<b>Title</b>	ELA Achievement
<b>Rationale</b>	While ELA Achievement only decreased by one percentage point compared with last year, the gap between our ELA achievement and the state average is 33 percentage points. Since 2015, ELA Achievement has been the area of lowest performance.
<b>Intended Outcome</b>	By focusing on ELA Achievement, we will increase reading proficiency by 7 percentage points from 23% to 30%; ELA Learning Gains from to 45%; and Bottom Quartile Learning Gains from to 45%.
<b>Point Person</b>	Andrea Willis (willisa@duvalschools.org)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilize Leveled Literacy Intervention (LLI) and at all grade levels and Ready LAFS reading selections and questions in grades 3-5 for small group instruction. (UniSIG).</li> <li>2. Utilize the Comprehension Toolkit to improve student comprehension and support teacher use of high impact instructional strategies. (UniSIG)</li> <li>3. Engage students in differentiated, hands-on centers based on assessment data using high interest reading materials and manipulatives. (UniSIG)</li> <li>4. Increase student engagement in reading by using digital reading materials and I-Ready Reading during differentiated centers. (UniSIG)</li> <li>5. Provided additional small group instruction during and after school for bottom quartile students using literacy tutors. (UniSIG)</li> <li>6. Provide targeted reading interventions to groups of students using Corrective Reading.</li> </ol>
<b>Person Responsible</b>	Lamnette Douglas (douglasl@duvalschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. To monitor effectiveness of LLI and Ready LAFs, the literacy team will analyze reading performance using the Benchmark assessments in the LLI program, the monthly I-Ready progress monitoring data and the Unit Assessments from Ready LAFs.</li> <li>2. To monitor effectiveness of instruction using the Comprehension Toolkit, the comprehension components of the i-Ready fall and winter assessments will be analyzed.</li> <li>3. To monitor effectiveness of centers, monthly I-Ready progress monitoring data, data for DAR assessments, and analysis of student work will be used.</li> <li>4. I-Ready Usage and Response to Instruction Reports will be used to monitor the effectiveness of Blended Learning.</li> <li>5. Monthly I-Ready Progress Monitoring Assessments, running records, sight word assessments, and DAR will be used to monitor the effectiveness of small group instruction with the tutor.</li> <li>6. Corrective Reading Progress Monitoring Assessments will be used to measure student growth in decoding and fluency.</li> </ol>
<b>Person Responsible</b>	Cindy Gentry (gentryc@duvalschools.org)

Activity #2	
<b>Title</b>	Math Achievement
<b>Rationale</b>	This year, math performance decreased in all components (achievement, learning gains, and bottom quartile learning gains).
<b>Intended Outcome</b>	To increase math performance as follows: 1) achievement will increase from 33% to 40%; 2) learning gains will increase from 46% to 50%; and 3) bottom quartile learning gains will increase from 38% to 48%.
<b>Point Person</b>	Cindy Gentry (gentryc@duvalschools.org)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilize the Ready MAFS Program (student workbooks and digital tools) during small group math instruction and center rotations. (UniSIG)</li> <li>2. Increase student fluency by using the Reflex Math program during center rotations and after school tutoring. (UniSIG)</li> <li>3. Provide tutoring during and after the school day for targeted students. (UniSIG and Title I)</li> <li>4. Utilize individual student response boards during whole group and small group lessons to quickly to formatively assess student understanding during the lesson. (UniSIG)</li> <li>5. Improve conceptual understanding, problem-solving skills, and procedural fluency by using project-based learning activities and math manipulatives during small group instruction and center rotations.</li> <li>6. Provide targeted math support for groups of students using Acaletics for 30-45 minutes each day.</li> </ol>
<b>Person Responsible</b>	Elizabeth Blank (blanke@duvalschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ready MAFS Unit Assessments, monthly I-Ready Progress Monitoring Assessments, and analysis of student work will be used to measure student progress.</li> <li>2. Student progress in fluency will be measured using the Reflex Math Fluency Reports.</li> <li>3. Monthly I-Ready Progress Monitoring Assessments, classroom assessments, and will be used to monitor the effectiveness of small group instruction with the tutor.</li> <li>4. Monthly I-Ready Progress Monitoring Assessments, classroom assessments will be used to monitor the effectiveness of small group instruction with the tutor.</li> <li>5. Monthly I-Ready Progress Monitoring Assessments, classroom assessments, and classroom observations will be used to measure the effectiveness of hands-on learning using manipulatives.</li> <li>6. Acaletics Progress Monitoring Assessments will be administered to measure student growth in mastering grade level standards.</li> </ol>
<b>Person Responsible</b>	Elizabeth Blank (blanke@duvalschools.org)

Activity #3	
<b>Title</b>	Science Achievement
<b>Rationale</b>	Science Achievement decreased by 11 percentage points from 39% to 27% with a gap of 28 points between our school and the state average.
<b>Intended Outcome</b>	Science achievement will increase by 8 percentage points from 27% to 35%.
<b>Point Person</b>	Cindy Gentry (gentryc@duvalschools.org)
Action Step	
<b>Description</b>	1. Increase experiential learning/hands-on labs using digital tools included in the newly-adopted curriculum (UniSIG). 2. Provide additional instruction on science standards using the Acaletics Science program.
<b>Person Responsible</b>	Cindy Gentry (gentryc@duvalschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	1. Analyze data from science progress monitoring assessments. 2. Analyze data from Acaletics progress monitoring assessments.
<b>Person Responsible</b>	Andrea Willis (willisa@duvalschools.org)

Activity #4	
<b>Title</b>	Discipline and School Culture
<b>Rationale</b>	Students feel less safe at school than they have in previous years and teachers perceive the learning environment as less than optimal.
<b>Intended Outcome</b>	Decrease number of physical attacks and fighting by 50% and improve students' perceptions of safety while at school as measured by an internal Gallup Poll administered to second and fifth grade students at the beginning and end of the year.
<b>Point Person</b>	Cindy Gentry (gentryc@duvalschools.org)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide ongoing professional development and coaching on strategies for addressing Tiers 2 and 3 for behavior.</li> <li>2. Train teachers on Sanford Harmony program and implement with fidelity, including social circles.</li> <li>3. Increase restorative practices by establishing a peer advisory/ mediation board.</li> <li>4. Train students to actively participate in peer mediation and conduct sessions at regularly scheduled times.</li> <li>5. Train teachers on de-escalation strategies and provide coaching as needed.</li> <li>6. Train teachers on Code of Student Conduct and the PBIS Plan.</li> <li>7. Implement the PBIS plan with fidelity.</li> <li>8. Implement the Calm Classroom Program in all classes.</li> </ol>
<b>Person Responsible</b>	Elizabeth Blank (blanke@duvalschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Classroom walk-throughs to monitor the use of Tier 2 and Tier 3 behavior strategies and the implementation of the PBIS plan.</li> <li>2. Classroom walk-throughs to monitor for the use of Sanford Harmony strategies.</li> <li>3. Monitor discipline incidents (frequency and nature) to measure the effectiveness of restorative justice practices.</li> <li>4. Monitor the frequency at which teachers request assistance from the De-Escalation team to determine the quality and fidelity of use of de-escalation strategies.</li> </ol>
<b>Person Responsible</b>	Cindy Gentry (gentryc@duvalschools.org)

Activity #5	
<b>Title</b>	Developing Teachers and Instructional Support Staff
<b>Rationale</b>	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
<b>Intended Outcome</b>	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
<b>Point Person</b>	Cindy Gentry (gentryc@duvalschools.org)
<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades;</li> <li>o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;</li> <li>o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process.</li> <li>o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.</li> </ul>
<b>Person Responsible</b>	Cindy Gentry (gentryc@duvalschools.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>*Frequently following up after each coaching cycle with the teachers and the students.</li> <li>*Increased student achievement and student performance</li> <li>*Observational data: positive learning culture, standard based instruction</li> </ul>
<b>Person Responsible</b>	Cindy Gentry (gentryc@duvalschools.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, 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.**

Parental involvement is vital to student achievement. Parent Professional development opportunities will be offered twice a month. We would like 25% of our parents to take part in these offerings. We will hold parent conferences the 1st and 3rd nine weeks and we would like 90% of our parents to attend. at

programs where students have the opportunity to highlight their talents is also key. We would like 80% participation from our parents.

#### **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.**

At Martin Luther King Jr. Elementary School our goal is to meet the needs of the whole child. Our guidance counselor provides monthly character trait lessons through the Learning for Life Program. In primary classrooms, teachers help students learn social skills using the Second Step program. Because our school is a Full Service Plus School, students may receive mental health counseling on site. The school has a partnership with Ribault Full Service Schools and the Boys and Girls Club of Northeast Florida. The school houses the Giving Closet Project which provides clothing, shoes, toiletries and other essentials for students in need. A wellness room has been implemented and is a place where students who are in crisis or need additional emotional and social support may go to decompress and speak to a trusted adult about what is going on. The school has adopted a restorative justice approach to discipline which allows students who have wronged others to make amends and allows their victims to have a voice and to have their needs addressed. The full staff has received ALERT training so they know how to respond to various issues students might be experiencing such as bullying, behavior issues, mental health conditions, abuse, crisis, etc. With the exception of brand new teachers, all have been trained in Youth Mental Health First Aid which gives teachers the tools to notice signs and symptoms of mental health conditions, how to respond, and the resources available to assist students.

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

At Martin L. King, Jr. Elementary, Jr. Elementary School, we have one Pre-Kindergarten classes and two Head Start classes, which increase the transitional learning at the school-based level. Pre-K and Head Start students are assessed throughout the school year using the VPK Assessment, Get Ready to Read, Brigance, PLS-5, and Teaching Strategies Gold. This allows teachers and administrators to evaluate the effectiveness of the early learning programs. When students enter kindergarten, they are assessed using the fAll incoming Kindergarten students are assessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using

Screening data will be collected and disaggregated by the end of September 2017. Data will be used to plan daily instruction for all students; including those who may need intervention beyond core instruction. Teachers will provide differentiated instruction in small groups in order to meet students' needs. Instruction will include modeling, guided practice, and independent practice of all areas identified by screening data.

After data is gathered and analyzed, teachers will group students according to areas of non proficiency. Teachers will provide remediation based on identified skills and standards during teacher-led groups to address foundational skills, as well as guided reading.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

To prepare fifth graders, we train them to change classes with a three way rotation and to manage their materials and assignments by using a calendar, as they will have to do when they reach middle school. During the school year we meet with students to discuss their options for middle school. Near the end of the year, students visit their neighborhood middle school for an orientation session presented by administration, guidance, and students.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The School Improvement Plan is the guiding document for the work of the school. The School's Leadership Team leads the faculty in a review of the data and, with input from instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School's Leadership Team finalizes the plan and monitors the fidelity of implementation.

The School's Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school utilizes data to inform instruction and makes mid-course adjustments as data are analyzed.

**Title I, Part A**

Services are provided to ensure students receive additional remediation through after-school programs and/or summer school. The district coordinates with Title II and Title III to ensure staff development needs are provided.

**Title I, Part D**

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

**Title II**

Supplemental funds for improving basic education programs using technology in classrooms will be used to provide individualized instruction using the i-Ready and Achieve 3000 blended learning platforms. These engaging computer-based programs adapt to students' current level of performance and construct a learning path designed to increase achievement in literacy and mathematics.

**Title X- Homeless**

In order to eliminate barriers to a free and appropriate education, the District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) under the Ribault Full Service Program and United Way for students identified as homeless.

**Supplemental Academic Instruction (SAI)**

SAI funds will be coordinated with Title I funds to provide after-school tutoring for struggling students, SAI funds will be used to pay for teacher salaries, as well as instructional materials needed for tutoring.

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

N/A

## Part V: Budget

**Total:**

**\$191,330.00**