

School Board of Levy County

Bronson Elementary School



2018-19 Schoolwide Improvement Plan

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Bronson Elementary School

400 ISHIE AVE, Bronson, FL 32621

<http://www.levyk12.org/schools>

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	28%

School Grades History

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

School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

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.

In a cooperative effort by school, community and home, we strive to provide a safe environment in which students are expected to master skills that help them reach their maximum potential in life.

Provide the school's vision statement.

N/A

School Leadership Team

Membership

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

Name	Title
Beauchamp, Cheryl	Principal
Chemin, Melinda	Instructional Coach
Brooks, Jenni	Teacher, K-12
Fries, Rebecca	Teacher, K-12
Luis, Lisa	Teacher, K-12
Bowman, Tina	School Counselor
Carson, Melody	Assistant Principal
Tubbs, Michelle	Teacher, K-12
Turner, Cassandra	Teacher, K-12
Priddy, Dianne	Teacher, K-12
Moss, Felecia	Teacher, K-12

Duties

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

The principal is the instructional leader and provides the knowledge and experience to direct and lead the instructional team in following the school's mission as well as meeting the objectives and best practices required by the district and state. The principal is also the main communication link between the school, the district, and the community stakeholders. The principal is also the accountability for the teachers and coaches, and will lead the implementation of the set goals and objectives. The principal oversees the ongoing progress monitoring and curriculum decisions as well as the planning of the needed professional development for teachers and support staff. The implementation strategies and activities are monitored and evaluated for effectiveness and reported to the faculty and stakeholders.

The assistant principal will support implementation of goals and objectives with the principal. She supports implementation and assists the principal with data analysis and teacher evaluation of effectiveness. The instructional coach provides support for students in need of intervention in behavior and also supports academic achievement in lower performing students.

The reading coach is responsible for providing professional development and modeling of lessons for

teachers to increase curriculum implementation. She is a vital part of the collaborative grade level teams to help problem solve and help teachers improve practices, procedures, and she works closely with the RtI teacher and Title 1 teacher. This working relationship helps to identify students in need of intervention and supports ongoing intervention goals for students in Tier 2 and Tier 3. The coach monitors curriculum fidelity in assessment and progress monitoring.

Team Leaders are teachers that act as a liaison between administration and teachers. They provide important information about grade level concerns and needs to administration and take important information back to their teams. They are also a vital part of data analysis and team planning with the reading coach. Team leaders provide valuable information about curriculum and assessment needs to and from administration and teachers. Team leaders also share parent concerns with the leadership team. Teacher and parent concerns are presented to the instructional team. Decisions are made to address these concerns and to ensure that teachers are meeting the needs of their students and have the available resources and support.

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	30	16	17	13	19	18	0	0	0	0	0	0	0	113
One or more suspensions	1	1	2	3	6	7	0	0	0	0	0	0	0	20
Course failure in ELA or Math	11	15	4	9	1	2	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	31	36	21	0	0	0	0	0	0	0	88

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	6	1	8	5	5	12	0	0	0	0	0	0	0	37

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	11	15	1	9	1	2	0	0	0	0	0	0	0	39
Retained Students: Previous Year(s)	8	3	8	7	0	0	0	0	0	0	0	0	0	26

Date this data was collected

Tuesday 8/28/2018

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	11	21	21	19	18	14	0	0	0	0	0	0	0	104
One or more suspensions	1	3	6	15	13	13	0	0	0	0	0	0	0	51
Course failure in ELA or Math	0	3	11	14	7	8	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	8	24	32	0	0	0	0	0	0	0	64

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	12	18	34	38	28	38	0	0	0	0	0	0	0	168

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	11	21	21	19	18	14	0	0	0	0	0	0	0	104
One or more suspensions	1	3	6	15	13	13	0	0	0	0	0	0	0	51
Course failure in ELA or Math	0	3	11	14	7	8	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	8	24	32	0	0	0	0	0	0	0	64

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	12	18	34	38	28	38	0	0	0	0	0	0	0	168

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?

The lowest performance is on the math lowest 25th percentile data component with 27% of our bottom quartile showing learning gains. Our lowest overall achievement level in regards to subject area is ELA. However, the lowest quartile learning gains in math is consistently the lowest both last year and this year which shows a declining trend with math achievement for bottom quartile students.

Which data component showed the greatest decline from prior year?

The greatest decline from 2017-2018 is Math Lowest Quartile Learning Gains with a decrease of 24%. This component is the lowest as well as the greatest decline.

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

The data component with the biggest gap when compared to the state average is Math Learning Gains with a 23% gap (BES - 36% and State - 59%).

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

There is no area that show improvement from 2017-2018. BES had significant instructional vacancies most of the school year - unable to find highly qualified teachers for critical positions. Over 50% of the teaching staff had less than 3 years of experience and there were no early release days in which to hold professional development.

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

Keeping in mind there was no area of improvement, consistent training and support are the focus for our instructional staff. Staff development in foundational reading skills and beginning teacher support from peers and NEFEC are integral areas of our training. Teachers are being trained in Geometry K-5, and Math Connect NEFEC grade 3-5. Teachers are given significant training and support in phonics and phonemic awareness instruction. As a school we hold weekly data chats and Professional Learning Communities meet weekly to discuss instructional targets and grade level focus. Students write goals, teachers hold data chats with the students and reward those who make progress toward those goals. With regards to science, each grade level is dedicating their science block to grade level standards with 5th grade spiraling those concepts throughout the year while teaching their own grade level standards.

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	42%	43%	56%	48%	43%	52%
ELA Learning Gains	42%	44%	55%	61%	51%	52%
ELA Lowest 25th Percentile	44%	44%	48%	66%	50%	46%
Math Achievement	57%	52%	62%	63%	54%	58%
Math Learning Gains	36%	47%	59%	54%	52%	58%
Math Lowest 25th Percentile	27%	40%	47%	55%	37%	46%
Science Achievement	54%	46%	55%	42%	53%	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	30 (11)	16 (21)	17 (21)	13 (19)	19 (18)	18 (14)	113 (104)
One or more suspensions	1 (1)	1 (3)	2 (6)	3 (15)	6 (13)	7 (13)	20 (51)
Course failure in ELA or Math	11 (0)	15 (3)	4 (11)	9 (14)	1 (7)	2 (8)	42 (43)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (8)	36 (24)	21 (32)	88 (64)

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	39%	48%	-9%	57%	-18%
	2017	57%	53%	4%	58%	-1%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2018	40%	41%	-1%	56%	-16%
	2017	54%	47%	7%	56%	-2%
Same Grade Comparison		-14%				
Cohort Comparison		-17%				
05	2018	46%	44%	2%	55%	-9%
	2017	56%	42%	14%	53%	3%
Same Grade Comparison		-10%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	55%	8%	62%	1%
	2017	73%	65%	8%	62%	11%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	57%	59%	-2%	62%	-5%
	2017	62%	58%	4%	64%	-2%
Same Grade Comparison		-5%				
Cohort Comparison		-16%				
05	2018	55%	53%	2%	61%	-6%
	2017	67%	44%	23%	57%	10%
Same Grade Comparison		-12%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	54%	48%	6%	55%	-1%
	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	27	31	42	35	23		20				
ELL	20	43	43	38	35						
BLK	33	30		43							
HSP	32	40	47	46	34	9	45				
MUL	44	30		75	40						
WHT	45	44	48	59	37	39	56				
FRL	38	40	40	54	33	28	51				
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	33	38	38	62	50	50	64				
ELL	21	64		46	55						
BLK	37	54		63	54						
HSP	41	65	60	46	52	54					
WHT	60	58	67	76	59	52	65				
FRL	52	56	63	66	54	52	52				

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	Mathematics Learning Gains with a Focus on Lowest Quartile
Rationale	This target is chosen due to this component being both the lowest performance area as well as the greatest decline from the previous year. In order to bring our grade of "C" to a grade of "B", BES total points for achievement must increase by 76 points. The most significant area of improvement that is needed is with the bottom quartile learning gains for math with an improvement of 23% predicted.
Intended Outcome	Only 36% of students made Math Learning Gains for the 2018 FSA.. Math Learning Gains for the lowest quartile is currently 27%. The expected outcome for 2019 is for 51% of our students in grades 3-5 to show learning gains in the area of mathematics. This is a 15% increase from the 2018 scores.
Point Person	Melody Carson (melody.carson@levyk12.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. BES Master Schedule designates 40 min of intervention twice weekly to target struggling students. 2. Assistance is provided by a teacher's aide throughout the week, as support for the on-level learners so the teacher has the time to work directly with the lowest 25% in her classroom. 3. Teachers meet weekly to discuss data, interventions, and strategies that move the students academically. 4. Teachers meet with administration to identify specific instructional strategies, resources, and support needed. 5. During the regular block of mathematics on-level instruction, after the I do, we do, and you do portions of the lesson, the lower performing students are given targeted instruction or reteach for that specific concept. 6. Teachers present mini-lessons that spiral the curriculum standards throughout the week. 7. One teacher from grades 3-5 (total of 3 teachers) are attending the NEFEC Math Connect Cadre and sharing strategies with other grade level teachers. 8. Students are assigned an instructional path on iReady and rewarded for accuracy. 9. Concepts are targeted based on the needs of the lower performing students with spiraling practice.
Person Responsible	Melody Carson (melody.carson@levyk12.org)
Plan to Monitor Effectiveness	
Description	<p>Progress monitoring through weekly/biweekly standards mastery assessments.</p> <p>Pass rates of iReady lessons are monitored with specific learning paths established for struggling students.</p> <p>iReady Diagnostics are given fall, winter, and spring to determine intervention and instructional grouping and to identify after school tutoring.</p> <p>Administration observation of small group instruction.</p>
Person Responsible	Melody Carson (melody.carson@levyk12.org)

Activity #2	
Title	English Language Arts Learning Gains
Rationale	Using both FSA scores and iReady data, as well as historical data for Bronson Elementary School from 2014-2018, ELA is a major concern for student achievement. ELA scores have been consistently below 50% with proficiency, learning gains, and lowest quartile. 58% of the students did NOT make learning gains in ELA on the 2018 FSA.
Intended Outcome	52% of students in grades 3-5 will make significant learning gains in the area of ELA according to 2019 FSA.
Point Person	Cheryl Beauchamp (cheryl.beauchamp@levyk12.org)
Action Step	
Description	<p>Targeted Intervention by classroom teacher will occur daily in classrooms.</p> <p>Discourse Training will be held by the reading coach and administration during professional development days.</p> <p>ELA/Core/Small Group Planning and instruction by grade level teams in grades 3, 4, and 5 will occur bi-monthly in classrooms and with administration in the school professional training room.</p> <p>Diagnostic instructional grouping will be determined and implemented for targeted intervention 3 times throughout the school year - Aug/Sept.- Jan/Feb.- April/May.</p>
Person Responsible	Melinda Chemin (melinda.chemin@levyk12.org)
Plan to Monitor Effectiveness	
Description	<p>Progress monitoring tools iReady Diagnostics given 3 times throughout the school year.</p> <p>Standards Mastery in ELA will be given every 2 weeks.</p> <p>Instructional Grouping profiles will be determined and teachers will use this information to target small group instruction.</p>
Person Responsible	Cheryl Beauchamp (cheryl.beauchamp@levyk12.org)

Activity #3	
Title	Attendance for grades 3, 4, and 5.
Rationale	Historically attendance during the primary grades tends to depend solely on the parent. However, targeting the upper elementary grade levels can make a more significant impact due to the age of the student. Attendance in grades 3-5 makes a significant impact on the learning that occurs and the FSA student achievement. More than 15% of each grade level (3-5) students attended school less than 90% of the year in 2018.
Intended Outcome	During the 2018-29 school year, 90% of students in grades 3-5 will attend school at least 95% of the instructional school days.
Point Person	Melody Carson (melody.carson@levyk12.org)
Action Step	
Description	Create signs for 100% attendance for each classroom and display daily on classroom door. Recognize classes who have 100% attendance five days consecutively. Special guests visits classrooms to recognize those students with perfect monthly attendance. Reward students quarterly for perfect attendance including a letter home to congratulate the student and parent. Letter and phone call from administration when a child has 5 absences and/or 3 tardies.
Person Responsible	Melody Carson (melody.carson@levyk12.org)
Plan to Monitor Effectiveness	
Description	At the end of each quarter, check the attendance rate of each grade level using the Skyward data and change the recognition plan accordingly if the percentage drops below the expected outcome of 95% attendance.
Person Responsible	Melody Carson (melody.carson@levyk12.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.

Positive relationships are built with parents and community members on a daily basis with administrative and instructional staff being present during arrival and dismissal at our school. Parents are welcome to walk their child to class each day as well as bring them to breakfast. With prior notification and following safety protocols, parents/guardians are welcome to visit classrooms and volunteer in our school. School Advisory Council meetings are advertised and open to the public for parental input and involvement monthly in our media center. Both administrators have an open door policy and welcome parent concerns, questions, and/or suggestions. Parent/Teacher conferences are held twice a year in the evening for the convenience of the parents/guardians of our students. The annual BES Fall Festival is held on a Friday evening in order for families to enjoy fun activities with their children. Through out family

learning nights we hold 3 times each year, we are able to educate our parents on school safety & security, how to support math and reading fluency, and understanding the grading policy at each grade level. Parents are sent written communication as well as updates through FaceBook and our school website. A parent/community calendar for BES is linked through the district website as well.

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 BES, we strive to meet the needs of the whole child through various programs and services. Because we have an outside agency that provides a guidance teacher for special area through the Too Good for Drugs program through the Levy County Coalition, our school guidance counselor is able to offer counseling services. She meets with small groups of students who are dealing with similar issues and can even offer one-on-one counseling as needed.

Our school participates in a universal free breakfast and lunch program so that every student is fed. The economic status of several of our families leaves some of our students without food over the weekends and through school holidays. We work with the local food bank to provide food backpacks for those students to take home every weekend and holiday. These families are also supplied with holiday food baskets at Thanksgiving and Christmas. A partnership with the Toys for Tots programs also insures that each child receives gifts during the holiday season.

Students who come to school without the necessary school supplies are aided by our partnership with the local AMVETS chapter, which collects and distributes school supplies throughout the school year. We have recently partnered with the local Kiwanis Club to help provide shoes for students in need. The Levy County School District also has a Homeless Liaison who can help homeless student find and receive the resources that they need.

For families that have transportation issues, we have a social worker on staff that can make home visits to get paperwork signed, have parent conferences, check on attendance issues, or any other needs we may have. For our Spanish-speaking families, we have an ESOL aide who is fluent in Spanish to interpret during meetings or get pertinent information to and from home to school.

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

Bronson Elementary School is a Title I school that offers a Voluntary Pre-Kindergarten (VPK) program. The state pays for children, who turn 4 on or before Sept. 1, to attend the VPK program for 540 hours per school year. This amounts to 3 hours per school day. Levy County School District has provided for the remainder to have free VPK for the entire school day. When students begin kindergarten they are assessed on their readiness skills. Our VPK program receives a readiness rate depending on how well students in kindergarten perform as a result of the experience received the previous year. Research has proven that children who attend VPK score much higher on kindergarten readiness assessments than those who do not attend VPK at all. Florida DOE has created standards of what Pre-K children are expected to learn prior to entering kindergarten. These standards help guide teachers as they work with students to lay a foundation for future academic success. Also included in this program are 3 and 4 year old children with special needs.

Bronson Elementary School offers several opportunities for parents to learn about Kindergarten at BES. Each year in May we offer a "Kindergarten Round Up" for the upcoming school year. This is advertised in all local newspapers and day-cares.

Students transitioning from fifth grade to sixth grade at Bronson Middle High School are allowed to participate in a walking field trip to the high school. During that visit, students learn the layout of the campus, meet some of their teachers, and can ask questions of their student guides. Student representatives from all of the clubs and student athletes present information to the fifth graders and they meet the principal, assistant principal, Dean of Students and the guidance counselors.

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 problem solving process begins with collection of data both diagnostic and summative and it is disseminated by student, subgroup, class and grade level. A needs analysis by grade level is reviewed with each grade level team to determine intervention needs as well as support systems and staff needed to support the MTSS plan. Academic and/or behavioral goals are set and parent conferences are set up to discuss the implementation of the MTSS process.

Title I, Part A

Title I funds are utilized to support classroom instruction and intervention school-wide. Funds are used to purchase research-based programs and materials to supplement classroom instruction. Title I funds also help to pay salaries for Title I paraprofessionals, a Title I teacher and a percentage of the Reading Coach.

Title I, Part C

Bronson Elementary works closely with Migrant Education to provide migrant students with supplemental educational materials. The program and materials are offered specifically for migrant students and follow the Title I/Migrant Education Guidelines.

Title II

District receives supplemental funds for improving basic education programs and provides professional development.

Title III

Services are provided through the district for instructional materials, support staff, and technology for our ELL population to improve the education of immigrant and English Language Learners. We are also offering tutoring to our ELL students at Bronson Elementary.

Title IV

Through this funding, BES will receive activities that address the following areas: Well-rounded education, safe and healthy school conditions and effective use of technology.

Title IX School Social Worker provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs

Bullying Program

An engaging way to raise children's awareness of the role they play in eliminating bullying at their school, and a quick way to educate them about how they can be part of the bullying solution.

Second Step, LEAPS, and Positive Behavior Support (PBS) are character education/violence prevention

programs currently in place at BES.

Interactive Websites

1. Pacer Center-National Bullying Prevention Center, Kids Against Bullying
2. Stop Bullying.gov.kids
3. Tolerance.org

Nutrition Programs

The District provides a Wellness Plan that guides the school in developing their Wellness Plan and activities/requirements. A listing of healthy snack alternatives is provided to teachers and parents.

Career and Technical Education

Beginning in the second semester, we will begin to pilot a program to help our students earn certification in basic computer skills. We will begin with selected Fifth grade students. These students will attend a class that will address basic computing skills including using programs such as Microsoft Word, Excel, and Power Point. they will also learn Internet navigation skills. At the end of the semester, these students will take the on-line assessment for certification in this area. Depending on the data collected from the pilot, we may expand the program to all fifth graders and some fourth graders next year.

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

Our guidance counselor plans and produces a Career Fair for students during the second semester. She makes contact with community members who come to the school and set up presentations for rotating groups of students. The community members are asked to share information about their careers as well as the education and certifications one must acquire to be successful in each field. Students are allowed to chose the presentations they are most interested in and can have their questions answered during their rotations.

Part V: Budget

Total:	\$0.00
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