

The School District of Palm Beach County

# Starlight Cove Elementary School



2018-19 Schoolwide Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>12</b>
<b>Budget to Support Goals</b>	<b>15</b>

## Starlight Cove Elementary School

6300 SEMINOLE DR, Lantana, FL 33462

<https://sces.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	95%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	C	C	C	D*

### 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.

The mission of Starlight Cove Elementary is to provide our students with a safe, educationally stimulating and creative learning environment. Staff, students, and parents are committed to increasing student achievement in the areas of Reading, Writing, Math, and Science as measured by performance on the Florida Assessments. Together we are working to ensure academic success and meet the needs of our diverse learning community.

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

The vision of Starlight Cove is to enhance the learning opportunities for all students to become productive citizens prepared for secondary school and post-graduate success.

### School Leadership Team

#### Membership

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

Name	Title
Jules, Kimberly	Principal
Payner, Matthew	Assistant Principal
White, Cassandra	Administrative Support
Somoza, Kathleen	Teacher, K-12
Racow, Faith	Teacher, K-12
Valentine, Victoria	Teacher, ESE
Pierre, Widline	School Counselor
Harris, Deidra	Teacher, K-12
	Instructional Coach

#### Duties

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

The School Leadership Team at Starlight Cove is comprised of people holding the following positions: Principal, Assistant Principal, ESE Contact, ESOL Coordinator, Single School Culture Coordinator, Reading Coach, Reading Resource Teacher, SAI Teacher and Guidance Counselor. Our team leads in developing a shared vision around standards and success for all students. The leadership team plays a major role in developing a "professional community" of teachers who guide one another in improving instruction. We use formal and informal opportunities to generate dialogue about the vision to ensure that there is school-wide commitment. The team also monitors the activities or tasks that need to take place effectively to implement the changes needed in order to move closer to our goals. Our team continuously looks at data, examines instruction to make sure that improvement efforts move forward. Members of the leadership team are responsible for sharing information and outcomes from these meetings with their respective departments, teams, and committees.

**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	34	29	28	33	33	18	0	0	0	0	0	0	0	175
One or more suspensions	0	4	5	2	5	11	0	0	0	0	0	0	0	27
Course failure in ELA or Math	56	85	81	134	136	66	0	0	0	0	0	0	0	558
Level 1 on statewide assessment	0	0	0	79	63	52	0	0	0	0	0	0	0	194

**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	19	21	18	89	80	50	0	0	0	0	0	0	0	277

**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	31	0	0	0	0	0	0	0	0	0	31
Retained Students: Previous Year(s)	0	0	0	20	0	0	0	0	0	0	0	0	0	20

**Date this data was collected**

Wednesday 9/5/2018

**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	23	19	22	19	13	20	0	0	0	0	0	0	0	116
One or more suspensions	3	1	1	3	8	10	0	0	0	0	0	0	0	26
Course failure in ELA or Math	65	80	81	126	78	128	0	0	0	0	0	0	0	558
Level 1 on statewide assessment	0	0	0	73	57	68	0	0	0	0	0	0	0	198

**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	16	14	17	78	55	80	0	0	0	0	0	0	0	260

**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	23	19	22	19	13	20	0	0	0	0	0	0	0	116
One or more suspensions	3	1	1	3	8	10	0	0	0	0	0	0	0	26
Course failure in ELA or Math	65	80	81	126	78	128	0	0	0	0	0	0	0	558
Level 1 on statewide assessment	0	0	0	73	57	68	0	0	0	0	0	0	0	198

**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	16	14	17	78	55	80	0	0	0	0	0	0	0	260

**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 performing component area is ELA Achievement, although it did reflect an improvement from 2017 of three percentage points. Grade level ELA results show a 3% dip from 2017 to 2018 in 3rd grade, but a 3% improvement when comparing the same cohort from grade 3 in 2017 (33%) to grade 4 in 2018 (36%).

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

The component area with the greatest decline was Math Lowest 25th Percentile, which declined from 58% in 2017 to 51% in 2018. Even with these declines, Math Lowest 25th Percentile exceeds the state average by 4 percentage points and only trails the District average (at 53%) by 2 percentage points.

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

The gap between the school's ELA Achievement (36%) and the State average (56%) is 20 percentage points. In particular, the gap between the school's ELA Achievement in 3rd grade (30%) and the State average (57%) is 27 percentage points, with the school-District gap 26 percentage points.

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

ELA Learning Gains improved 8 percentage points, from 51% in 2017 to 59% in 2018. In particular, when comparing same grade level data, 5th grade improved ELA Achievement 7 percentage points from 2017 (34%) to 2018 (41%). Looking at our subgroup data, SWD improved in ELA Achievement from 7% in 2017 to 13% in 2018.

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

All teams met once every 7 days to collaborate, develop learning goals, scales, and formative assessments. Our Single School Culture Coordinator (SSCC) provided professional development and supported teachers' growth in planning for and delivering differentiated instruction. Select teachers utilized the LSI Standards and Growth Tracker. Teachers began becoming more familiar with collecting and analyzing data to develop appropriate instruction. We supported our subgroups through small group instruction, so that we would continue to see student achievement increase. We focused on building the capacity of teachers and building a culture that supports and provides training to parents to help their children at home.

**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	36%	57%	56%	36%	52%	52%
ELA Learning Gains	59%	61%	55%	54%	56%	52%
ELA Lowest 25th Percentile	50%	56%	48%	57%	51%	46%
Math Achievement	52%	65%	62%	45%	61%	58%
Math Learning Gains	66%	63%	59%	60%	61%	58%
Math Lowest 25th Percentile	51%	53%	47%	54%	51%	46%
Science Achievement	50%	56%	55%	49%	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	34 (23)	29 (19)	28 (22)	33 (19)	33 (13)	18 (20)	175 (116)
One or more suspensions	0 (3)	4 (1)	5 (1)	2 (3)	5 (8)	11 (10)	27 (26)
Course failure in ELA or Math	56 (65)	85 (80)	81 (81)	134 (126)	136 (78)	66 (128)	558 (558)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	79 (73)	63 (57)	52 (68)	194 (198)

**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	30%	56%	-26%	57%	-27%
	2017	33%	54%	-21%	58%	-25%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	36%	58%	-22%	56%	-20%
	2017	38%	57%	-19%	56%	-18%
Same Grade Comparison		-2%				
Cohort Comparison		3%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	41%	59%	-18%	55%	-14%
	2017	34%	52%	-18%	53%	-19%
Same Grade Comparison		7%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	63%	-22%	62%	-21%
	2017	46%	62%	-16%	62%	-16%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	46%	63%	-17%	62%	-16%
	2017	51%	64%	-13%	64%	-13%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
05	2018	60%	66%	-6%	61%	-1%
	2017	60%	61%	-1%	57%	3%
Same Grade Comparison		0%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	56%	-9%	55%	-8%
	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	13	45	52	27	56	40	16				
ELL	21	56	43	45	65	48	24				
BLK	35	60	69	44	58	56	54				
HSP	34	56	43	53	67	49	43				
WHT	50	67		68	85						
FRL	35	58	50	51	65	51	48				



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	43	50	21	53	54	22				
ELL	22	46	58	46	61	55	28				
BLK	31	50	52	45	66	61	27				
HSP	33	50	49	55	67	60	51				
WHT	49	70		67	71		42				
FRL	33	51	50	52	67	59	43				

### 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** Increase student achievement in ELA

**Rationale** The lowest performing academic area is ELA, an ongoing need, which, if addressed, will enhance achievement across all content areas. The gap between the school's ELA Achievement (36%) and the State average (56%) is the greatest, at 20 percentage points. In particular, the gap between the school's ELA Achievement in 3rd grade (30%) and the State average (57%) is 27 percentage points, with the school-District gap 26 percentage points.

**Intended Outcome** The school's academic goals are to increase the percentage of students achieving proficiency in ELA from 36% to 45% overall with a particular focus on 3rd grade reading achievement. Improving reading achievement in 3rd grade will impact achievement in 4th and 5th grade.

This area of focus aligns with the Long Term Objectives of the 2016-21 District Strategic Plan Long Term Outcome (LTO) #1 to increase reading on grade level by third grade; to ensure the academic proficiency of all students from prekindergarten through grade 2; and to establish personalized learning opportunities for all students.

**Point Person** Kimberly Jules (kimberly.jules@palmbeachschools.org)

## Action Step

**Description** Action Step #1:  
The school will build capacity for effective instruction that improves student achievement by immersing students in rigorous tasks encompassing the full intent of the standards.  
\* Teachers will increase their knowledge of the standards, analyze student data, collaboratively plan and implement standards-based instruction aligned with the Palm Beach Model of Instruction.  
\* Students will engage in personalized, adaptive instruction targeted to meet their specific learning needs using iReady Reading and Math Diagnostic. Students will utilize strategies, such as student iReady Journals to engage more actively in the process of iReady learning and to self-monitor their progress towards achieving desired goals.  
\* Students will engage in learning through small group instruction and extended learning opportunities to support individualized/differentiated instruction to include the infusion of content required by Florida Statute 1003.42 (2) and SB Policy 2.09 pertaining to Single School Culture.

Action Step #2:  
The school will utilize Academic Success Tutors to provide supplemental instruction to students, both individually and in small groups, by tutoring and facilitating learning as a guide to assist students to become successful, independent learners.  
\* Academic tutors will be trained in the use of Leveled Literacy Interventions (LLI) and methods to support classroom teachers during whole and small group math and literacy instruction.  
\* Tutors will participate in planning with the classroom teacher they support, allowing for common planning and collaboration.

**Person Responsible** Kimberly Jules (kimberly.jules@palmbeachschools.org)

## Plan to Monitor Effectiveness

**Description** Monitoring for Action Step # 1:  
\* The principal and leadership team will monitor and support PLCs and Common Planning,

and will monitor for implementation of effective instruction via Classroom Walk Throughs and iObservation.

\* The Single School Culture Coordinator (SSCC) will monitor iReady performance and assist teachers in analyzing the data to make effective instructional decisions that support student achievement through tutorials and small group instruction.

\* iReady diagnostic data and other iReady online instruction reports, FSQs and USAs will be closely monitored during PLCs and Common Planning to determine the effectiveness of teaching and learning.

\* The school will build capacity for effective instruction that improves student achievement through on-going job-embedded professional development facilitated by school, regional, and district staff.

Monitoring for Action Step # 2:

\* The principal will designate Single School Culture Coordinator (SSCC) to monitor and support the Academic Success Tutors.

\* Academic Success Tutors will participate in Common Planning with the teachers they support to ensure the effective use of their services for tutorials and instructional support.

**Person  
Responsible**

Cassandra White (cassandra.white@palmbeachschools.org)

Activity #2	
<b>Title</b>	Increase and maintain school-home connection
<b>Rationale</b>	There is limited participation in school-wide activities, parents have limited understanding of the new standards and the skills necessary to support student learning. Providing parents with tools, resources and knowledge will increase their effectiveness in assisting their child at home. If we establish a positive school-home connection, then student academics will improve in all content areas.
<b>Intended Outcome</b>	The school's academic goals are to increase the percentage of students achieving proficiency in ELA from 36% to 45% overall with a particular focus on 3rd grade reading achievement. Improving reading achievement in 3rd grade will impact achievement in 4th and 5th grade.
<b>Point Person</b>	Kimberly Jules (kimberly.jules@palmbeachschools.org)
Action Step	
<b>Description</b>	<p>Action Step #1:                      The school will provide parents with learning opportunities to equip them with support strategies to use at home that will foster and future the learning that takes place at school.</p> <ul style="list-style-type: none"> <li>* A parent liaison will be hired to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.</li> <li>* Student support will include identifying social and emotional needs. Services will be provided at the school, and through community agencies.</li> </ul>
<b>Person Responsible</b>	Rosa Martinez (rosa.martinez@palmbeachschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Monitoring for Action Step # 1:</p> <ul style="list-style-type: none"> <li>* The principal and leadership team will monitor school climate for an environment where parents and community can interact and become involved with the school and their child's learning, all of which leads to student success.</li> <li>* The Single School Culture Coordinator (SSCC) will monitor, collect and analyze school climate data to identify areas of strength and challenge as trends over time.</li> </ul>
<b>Person Responsible</b>	Cassandra White (cassandra.white@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, 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.**

Starlight Cove Elementary learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a priority for all stakeholders. The administrative team identifies and

engages school community stakeholders (i.e. students, parents, teachers, etc.) in assessing the current cultural awareness and student-teacher relationships.

Teachers implement activities related to Hispanic Heritage Month and Black History Month.

Our Assistant Principal coordinates the Dad's Bring Your Child To School Day in September in which fathers and other significant male role models are invited to bring their child to school, eat breakfast with them, engage in short activity, and learn about the importance being an active and involved male role model makes in a child's life.

#### **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.**

Starlight Cove Elementary employs two full time Guidance Counselors who work with all students. They implement the district classroom guidance curriculum, which includes teaching the Character Counts Pillars in Grades K-4. In Grade 5, they are using The Student Success Skills Curriculum which focuses on teaching goal-setting and self-management. In addition, they provide individual and group counseling for high needs issues such as Divorce, Anger Management, etc.

We are an AVID (Advancement Via Individual Determination) School and in year 3 of implementation. Specific focus is on Grades 3, 4 and 5 students, with the plan to gradually increase school-wide by successive grade level. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID teaches skills and behaviors for academic success, Provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination

School Based Team Meetings and monitoring of student Tier intervention is coordinated by our Esol Coordinator.

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Starlight Cove offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

We currently offer two classes of the Voluntary Pre-Kindergarten Program at Starlight Cove, in addition to 2 ESE Pre-K classrooms, and 2 ESE Communications/Speech Pre-K classes. A summer backpack of learning tools such as flashcards and books are sent home for parents and students to practice the skills they have learned in the VPK program.

All incoming Kindergarten students at Starlight Cove Elementary School are assessed according to district and state guidelines using the Florida Kindergarten Readiness Screener (FLKRS) to determine individual and small group instructional needs as well as individual student strengths and weaknesses.

When parents and children come for the first time, they are offered a tour, and time to peruse our handbooks and information such as the School Improvement Plan. We also hold a special Kindergarten Roundup Event in May of each school year. Parents and students are given a tour of our campus and visit Kindergarten classrooms. A staggered-start is used at the beginning of each school year for students to appropriately adjust to school.

For Grade 5 to Middle School Transition, we hold an elegant "Moving On" Ceremony at our local high school theater.

**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.**

In alignment, to school board 2.09 and Florida State Statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC.

Additionally, our ESOL Team works with all staff and the community to increase an understanding and develop an appreciation for the Multi-cultural diverse community we serve.

#### Title I, Part A Services

These services are provided to ensure students requiring additional remediation are assisted through after-school programs and/or tutorial programs. Tutorial programs will be held TBD dates and times. The Reading Coach and Resources staff members will deliver professional development to staff at faculty or PDD's.

#### Title I, Part C- Migrant

A district Migrant Liaison provides services and support to students and parents. They coordinate with Title I and other programs to ensure student needs are met. Our ESOL Guidance Counselor is our primary Migrant Services Contact.

#### Title I, Part D

Our district receives funds to support the Educational Alternative Outreach Program. Services are coordinated under the direction of our district's Alternative Education Department.

#### Title III

Services are provided through the district to improve the education of English Language Learners by providing educational materials and support.

#### Title X- Homeless

School Counselors play a role in the identification of homeless students. School Counselors provide support and referral to the families to SDPBC resources (ex. Student Intervention Services, free/reduced lunch, tutoring) and community resources (ex. Dependent Care Project/Legal Aide), and set up Mckinney-Vinto Transportation if necessary.

#### Violence Prevention Programs

School Counselor / Character Education Contact promotes Character Education in grades K-5.

School counselor led classroom guidance lessons promote social emotional development specific to friendship skills, peer pressure, and bullying prevention. School counselors organize small group counseling for students identified as needed by Tier 2 behavioral support. Administration monitors the bullying hotline, adhering to district Bullying Policies and Procedures. District-wide implementation of Single School Culture.

#### Nutrition Programs

Our students utilize the “Commit to Be Fit” planners and program guides for nutrition and health. We take part in the district's Fruit and Vegetable Program this year, in which students are given healthy fruit and vegetable snacks three times a week.

#### Career and Technical Education

School counselors embrace the idea that Graduation is Everyone’s Business and have incorporated the National Office for School Counselor Advocacy (NOSCA) 's Eight Components of College and Career Readiness Counseling in grades 3-5.

#### Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (Rtl)

We also have a 21st Century CCLC Grant that services select students after school with tutorial services.

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

We are an AVID (Advancement Via Individual Determination) School for the second year. Specific focus is on Grades 3,4, and 5 students, with the plan to gradually increase school-wide by successive grade level. AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

### Part V: Budget

<b>Total:</b>	<b>\$0.00</b>
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