Mater Brighton Lakes

2018-19 Schoolwide Improvement Plan

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Mater Brighton Lakes

3200 PLEASANT HILL RD, Kissimmee, FL 34746

https://www.materbrightonlakes.com

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)
Combination School KG-8	Yes	87%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year	2017-18	2016-17	2015-16
Grade	C	B	B

School Board Approval

N/A

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 Mater Brighton Lakes Academy prepares our students to feel confidence and reach their potential by:
Blazing effectively through barriers by
Reaching academic excellence with
Ownership and endurance;
Never giving up and striving to become
Champions within the community as
Outstanding leaders who achieve
Success.

Provide the school's vision statement.

The vision of Mater Brighton Lakes Academy is to provide the best educational choice to fulfill the desire for knowledge through an innovative and rigorous college preparatory curriculum.

School Leadership Team

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

Name	Title
Cangemi, Carmen	Principal
Dongo, Fiorella	Assistant Principal
Armstrong, Heidi	Administrative Support
Fuentes, Argeny	Dean
Rodriguez, Michelle	Teacher, K-12
Llerena, Lizaira	Instructional Coach
Hood, Samantha	Instructional Coach
Concepcion, Mirella	Teacher, K-12
Irizarry, Charlyn	Teacher, K-12
Wiscovitch, Annette	Teacher, K-12
Cartagena, Marysabel	Teacher, K-12
Gonzalez, Jennie	Teacher, K-12
Rodriguez, Jose	Teacher, K-12
Nuscis, Holly	Teacher, K-12
Zilinskas, Susan	Teacher, K-12
Rivera, Evelin	Other
Navarro, Belissa	Teacher, ESE

Duties

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

The Mater Brighton Lakes MTSS team is comprised of various members of the administration, faculty and staff.

The Principal, Assistant Principal and Lead Teacher (Carmen Cangemi, Fiorella Liddy, Heidi Armstrong): Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing appropriate instructional level of support via classroom walk-throughs and informal and formal evaluations, ensure implementation of intervention support and documentation, and communicate with parents regarding school-based MTSS plans and activities.

Grade Level Chairpersons (Ms. Concepcion, Ms. Irizarry, Ms. Wiscovitch, Ms. Cartagena, Ms. J. Gonzalez, Ms. M. Rodriguez, Mr. J. Rodriguez, Ms. Nuscis, Ms. Zilinskas): Provide information about core instruction, participate in student data collection, lead biweekly team meetings to disseminate information and coordinate lesson plans.

ESE Chair, Dean of Discipline, and Student Services Chair (Ms. Navarro, Ms. Fuentes, Ms. Guzman, Ms. Armstrong): Support the teachers by assisting them with the MTSS process, provide strategies/plans to support intervention support and communicate with teachers regarding school-based MTSS plans.

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	20	13	6	7	9	13	1	6	1	0	0	0	0	76
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	1	30	23	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	11	17	31	25	38	33	0	0	0	0	155

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	2	1	4	2	24	20	0	0	0	0	53

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	6	6	10	1	0	1	0	0	0	0	0	0	24
Retained Students: Previous Year(s)	2	2	4	26	1	0	0	0	0	0	0	0	0	35

Date this data was collected
Monday 8/27/2018

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	50	43	45	45	43	44	24	39	0	0	0	0	0	333
One or more suspensions	3	1	0	4	0	2	7	7	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	11	0	0	6	5	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	21	9	39	20	29	0	0	0	0	0	118
	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	3	1	0	14	5	25	10	18	0	0	0	0	0	76

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	50	43	45	45	43	44	24	39	0	0	0	0	0	333
One or more suspensions	3	1	0	4	0	2	7	7	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	11	0	0	6	5	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	21	9	39	20	29	0	0	0	0	0	118
	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	3	1	0	14	5	25	10	18	0	0	0	0	0	76

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 data component that performed the lowest was Mathematics in the Lowest 25th Percentile. This was not a trend for our school as our school is only three years old and we do not have sufficient data to prove trends yet.

Which data component showed the greatest decline from prior year?

The greatest decline for our school was in Mathematics. We experienced a decline of 9% in Math Achievement. We are focusing on strengthening foundation skills in mathematics to help our students that make up the Lowest 25th Percentile so increase this component in the coming school year.

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

Social Studies Achievement had the biggest gap when compared to the state average. This was our first year assessing Social Studies at our school. Now that we are able to compare our school to the state average, we are able to set a goal for this school year and focus on closing this gap.

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

The data component that showed the most improvement was in Science Achievement. No, this is not a trend. Being a school that is only three years old, we do not have sufficient data to prove improvement trends.

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

Mater Brighton Lakes chose the correct hire and class placement for the opportunity in Science Achievement. This teacher was presented with opportunities to attend multiple Professional Development sessions to gain expertise in the state science assessment. She implemented techniques and strategies acquired from the training she attended and was reflective on student data.

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	54%	58%	60%	54%	54%	55%
ELA Learning Gains	55%	58%	57%	60%	51%	54%
ELA Lowest 25th Percentile	54%	52%	52%	61%	46%	49%
Math Achievement	51%	52%	61%	55%	49%	56%
Math Learning Gains	48%	54%	58%	67%	48%	54%
Math Lowest 25th Percentile	39%	50%	52%	68%	43%	48%
Science Achievement	50%	54%	57%	53%	49%	52%
Social Studies Achievement	54%	71%	77%	0%	74%	72%

	EWS Indicators as Input Earlier in the Survey									
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	20 (50)	13 (43)	6 (45)	7 (45)	9 (43)	13 (44)	1 (24)	6 (39)	1 (0)	76 (333)
One or more suspensions	0 (3)	0 (1)	1 (0)	0 (4)	0 (0)	0 (2)	0 (7)	0 (7)	0 (0)	1 (24)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (11)	0 (0)	0 (0)	1 (6)	30 (5)	23 (0)	54 (22)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (21)	17 (9)	31 (39)	25 (20)	38 (29)	33 (0)	155 (118)

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	52%	51%	1%	57%	-5%
	2017	63%	53%	10%	58%	5%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	46%	48%	-2%	56%	-10%
	2017	70%	50%	20%	56%	14%
Same Grade Comparison		-24%				
Cohort Comparison		-17%				
05	2018	61%	50%	11%	55%	6%
	2017	43%	48%	-5%	53%	-10%
Same Grade Comparison		18%				
Cohort Comparison		-9%				
06	2018	52%	46%	6%	52%	0%
	2017	52%	47%	5%	52%	0%
Same Grade Comparison		0%				
Cohort Comparison		9%				
07	2018	50%	46%	4%	51%	-1%
	2017	52%	49%	3%	52%	0%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
08	2018	49%	52%	-3%	58%	-9%
	2017					
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	51%	6%	62%	-5%
	2017	60%	56%	4%	62%	-2%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	57%	53%	4%	62%	-5%
	2017	80%	55%	25%	64%	16%
Same Grade Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%				
05	2018	47%	52%	-5%	61%	-14%
	2017	41%	49%	-8%	57%	-16%
Same Grade Comparison		6%				
Cohort Comparison		-33%				
06	2018	47%	43%	4%	52%	-5%
	2017	55%	41%	14%	51%	4%
Same Grade Comparison		-8%				
Cohort Comparison		6%				
07	2018	46%	29%	17%	54%	-8%
	2017	58%	28%	30%	53%	5%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				
08	2018	21%	43%	-22%	45%	-24%
	2017					
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	65%	49%	16%	55%	10%
	2017					
Cohort Comparison						
08	2018	34%	42%	-8%	50%	-16%
	2017					
Cohort Comparison		34%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	70%	-16%	71%	-17%
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	52%	15%	62%	5%
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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	37	38	13	40	42	8				
ELL	30	59	61	39	50	45	34	15			
BLK	59	55	45	50	48	23	49	56	50		
HSP	51	56	55	50	47	43	50	52	58		
MUL	69			62							
WHT	63	53		55	53	46	50	55			
FRL	54	56	52	50	49	40	51	52	58		
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	9	32	46	16	37	38					
ELL	39	56	46	51	65	57	32				
BLK	58	76	77	54	70	67	35				
HSP	54	55	51	60	67	62	33				
WHT	71	81		65	66						
FRL	54	63	61	55	69	63	33				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Ensure High Levels of Learning for All Students in Literacy through Small Group Instruction
Rationale	Overall student achievement scores in ELA have decreased in the last year; more rigor and targeted instruction are needed within literacy to ensure high levels of learning for all students in the area of literacy in order to increase student achievement.
Intended Outcome	Through more targeted instruction and an increase in rigor, there will be an increase in student achievement in ELA. We intend to ensure high levels of learning to increase proficiency in all categories of reading: oral reading fluency, comprehension, vocabulary, writing and grammar. We will assess students at their grade level, determine their deficiencies and intervene at their weakest point to increase their proficiency to an overall proficiency rate of 60%.
Point Person	Heidi Armstrong (heidi.armstrong@osceolaschools.net)
Action Step	
Description	All teachers will closely monitor progress in ELA using I-Ready Diagnostic Data. We will assess students using I-Ready three times a year. In between diagnostic sessions, we will hold data chats with teachers where we will analyze student scores, determine if students are in need of interventions and what specific domain within reading to target based on the information gained from the I-Ready Diagnostic Assessment.
Person Responsible	Heidi Armstrong (heidi.armstrong@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Quarterly data chats will be held to monitor ELA progress of all students. During quarterly data chats the MTSS team with complete progress monitoring of all students, including those placed on MTSS and those not yet identified. The team will determine appropriate interventions per student to help each student make necessary learning gains.
Person Responsible	Heidi Armstrong (heidi.armstrong@osceolaschools.net)

Activity #2	
Title	Ensure High Levels of Mathematics Achievement for all Students
Rationale	Professional Development in the area of mathematics is needed due to the number of teachers teaching mathematics as second career educators. By providing our second career math teachers with more professional development we will be able to ensure high levels of mathematics achievement.
Intended Outcome	Mathematics teachers will gain deeper understanding of mathematics skills in order to more effectively teach mathematics. Through developing more effective mathematics teachers we intend to increase our learning gains in the area of mathematics to 53%.
Point Person	Fiorella Dongo (fiorella.dongo@osceolaschools.net)
Action Step	
Description	Select professional development sessions to hold for mathematics teachers. The administrative team, Carmen Cangemi, Fiorella Liddy and Heidi Armstrong will work closely together with our Math Instructional Coach, Samantha Hood, to determine necessary professional development sessions to help our mathematics teachers develop a deeper understanding of their Item Specifications, instructional tools for teaching mathematics, and available resources to meet the many needs of learners within their classrooms.
Person Responsible	Fiorella Dongo (fiorella.dongo@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Ensure that mathematics teachers attend and put strategies into place in their mathematics teaching. Following the designated professional development sessions, the mathematics teachers, the administrative staff and the Math Instructional Coach will sit together to debrief the PD session and discuss areas of implementation. In order to measure growth following mathematics professional development sessions, the team will monitor student progress in mathematics using quarterly grades, benchmark assessment data and I-Ready Diagnostic growth.
Person Responsible	Fiorella Dongo (fiorella.dongo@osceolaschools.net)

Activity #3	
Title	Strengthen Collaborative Processes to ensure that the Learning Needs of All Students are Met through Vertical Alignment PLC's
Rationale	Vertical alignment planning is needed to ensure that all standards have been sufficiently covered for successful grade level promotion and to strengthen collaborative processes to ensure that the needs of all students are met.
Intended Outcome	Students will be more proficient in all content areas due to the planning and use of vertical alignment. Through the use and implementation of vertical alignment we will see an increase in student learning gains in Grades 3-8 on the 2018-19 administration of the Florida Standards Assessment. Learning gains in English Language Arts will increase to 60% and learning gains in Mathematics will increase to 53%.
Point Person	Heidi Armstrong (heidi.armstrong@osceolaschools.net)
Action Step	
Description	Quarterly planning with all members of each grade level team to discuss the depth of each standard instructed and assessed. Respective Instructional Coaches, Heidi Armstrong, Lizaira Llerena and Samantha Hood, will meet with all grade level teachers on a weekly basis to review weekly assessment data and monitor student growth. The teachers and instructional coaches will work closely together to ensure that all grade levels are on track with the instructional pacing guide for each core content area and that students are mastering standards. The team will work together to design reteaching lessons for standards not mastered. Additionally, the team will work closely together to target the needs of struggling students within small group instruction lessons to ensure that students are making gains.
Person Responsible	Heidi Armstrong (heidi.armstrong@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Monitor student progress from one grade level to the next per standard in each core content area. Working together as a team, the grade level teachers, Lead Teacher and Instructional Coaches will monitor the progress of all grades and all core content levels to measure growth from one grade to the next per standard to determine areas for growth within our vertical alignment planning process.
Person Responsible	Heidi Armstrong (heidi.armstrong@osceolaschools.net)

Activity #4	
Title	Student Data Tracking through Leader In Me prorgram
Rationale	Due to the decline in overall student achievement we want to focus on student data tracking and helping our students understand their current academic status and making a goal to increase their performance.
Intended Outcome	Through the Leader In Me program we hope to develop leadership and accountability skills within our students. Our students will own their academic data and learn to take initiative towards their academic goals. Our goal for our first year implementing the Leader In Me program is for 90% of our students to hold a leadership role within our school environment by the end of the school year.
Point Person	Lizaira Llerena (lllerena@materpalms.com)

Action Step	
Description	Students will be instructed weekly with Leader In Me lessons in Pre-Kindergarten through Eighth Grade. Students will work closely with their specific grade level teacher to create academic goals and teachers will meet with the students on an individual basis twice per quarter to review the students' progress towards those created goals. Leader In Me classes were developed as part of our core curriculum in the middle school grades. Additionally, all teachers and staff members within the school are working with students to establish leadership roles that bring out the best attributes and qualities within every student. This process will be ongoing and fluidly changing as students develop throughout the course of the school year.
Person Responsible	Lizaira Llerena (lllerena@materpalms.com)

Plan to Monitor Effectiveness	
Description	Through teacher observations we will be able to monitor the adoption and effectiveness of the Leader In Me program. We will hold monthly meetings to discuss future steps and reflect upon how the Leader In Me program is developing throughout the school year. Lizaira Llerena will conduct meetings with a core group of teachers, called our Lighthouse Team, which will help role out the Leader In Me initiatives school wide on a bi-weekly basis. This team will monitor the implementation of the Leader In Me monthly.
Person Responsible	Lizaira Llerena (lllerena@materpalms.com)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school will foster positive relationships with parents, families, and other other community stakeholders to fulfill the school's mission by allowing parents to volunteer and become part of our PALS (Parents as Liaisons) program.

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.

The school counselor has an open-door policy where students feel comfortable coming and sharing their social and emotional concerns. She has established a group meeting schedule to monitor and address the needs of students with behavior/ social and emotional needs.

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

Incoming Cohorts- Mater Brighton Lakes employs a lottery system in which all applicants shall have an equal chance of being admitted through a random selection process conducted in conformity with Florida's Charter School Legislation. The school shall enroll any eligible student who submits a timely application. Siblings, employee and board member's children are given priority for registration at Mater Brighton Lakes.
Outgoing Cohorts- MBL has students up to 8th grade. MBL will host district high school's for students to complete course selection to serve their 8th grade population.

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 leadership team meets on a weekly basis to discuss any areas in need of improvement in all curricular areas in order to meet the needs of all students and maximize student outcomes. Instructional personnel and support staff are assigned according where the team feels they can best serve the students. Resources are evaluated at the end of each year based on the input from teachers and data is used to make decisions and changes in order to utilize resources that will have the highest impact in student achievement. Mater Brighton Lakes purchases textbooks and supplementary materials that are aligned to the Florida Standards.

We utilize all available resources from the following federal programs:
Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the

Alternative Programs Department to ensure that all student needs are met.

Title II
PD is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on PLC development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency, immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan, students identified through the Preschool Education Evaluation Program, and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

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

MBL has at it's core a "Not if, but where" philosophy regarding college and career readyness. The school employs the following methods in order to promote this iniative:
- Career Day- MBL coordinates a Career Day to expose students to multiple careers and opportunities.
- College Going Culture - At MBL, every Homeroom develops a College and Career bulletin board which depics their graduating class (e.i. Class of 2020) and different career paths in their future.
- Library books: MBL's Library has career oriented books the students can explore to research.
- Take your Child to Work - MBL encourages parents to "Take their Child to Work" so the students can be exposed to their parents' careers.

Part V: Budget

Total:	**$2,500.00**