

School District of Osceola County, FL

Ventura Elementary School



2018-19 Schoolwide Improvement Plan

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Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

www.osceolaschools.net

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	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

School Board Approval

This plan is pending approval by the Osceola 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.

Meeting the needs of all students in the 21st century.

Provide the school's vision statement.

Ventura Elementary School will outperform all other schools in the Osceola County School District.

School Leadership Team

Membership

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

Name	Title
Condo, Ashley	Principal
Rivera, Jacqueline	Other
Maldonado, Melissa	Instructional Coach
Ivey, Vivian	Assistant Principal
Williams, Nicole	Instructional Coach
Rosario, Irma	Other
Agosto, Meraris	Other

Duties

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

Literacy Coach - monitoring data and providing ideas for Reading interventions
Math/Science Coach - monitoring data and providing ideas for Math interventions
Administration - monitoring implementation through classroom walk-throughs
ESOL Specialist - monitoring data and providing strategies to use with ELL students
MTSS Coach - monitoring data and implementation of interventions
School Psychologist - monitoring data and providing screenings for students as needed
Guidance Counselors - monitoring EWS and providing behavior interventions,
Speech Pathologist - monitoring data and providing speech/language interventions

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	23	29	16	14	11	15	0	0	0	0	0	0	0	108
One or more suspensions	3	6	1	1	2	1	0	0	0	0	0	0	0	14
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	32	58	45	0	0	0	0	0	0	0	135

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	6	1	14	11	15	0	0	0	0	0	0	0	50

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	3	3	1	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	0	3	6	10	18	0	0	0	0	0	0	0	37

Date this data was collected

Monday 7/16/2018

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	16	18	10	10	12	8	0	0	0	0	0	0	0	74
One or more suspensions	5	6	4	10	13	19	0	0	0	0	0	0	0	57
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	41	41	50	0	0	0	0	0	0	0	132
Course	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	1	2	3	12	11	0	0	0	0	0	0	0	29

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	16	18	10	10	12	8	0	0	0	0	0	0	0	74
One or more suspensions	5	6	4	10	13	19	0	0	0	0	0	0	0	57
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	41	41	50	0	0	0	0	0	0	0	132
Course	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	1	2	3	12	11	0	0	0	0	0	0	0	29

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 the ELA lowest 25th percentile making gains. This was not a trend from previous years since this is a component our school tends to perform well in.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from prior year was the ELA lowest 25th percentile making gains.

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

The data component that had the biggest gap when compared to the state average was the ELA achievement with a -7%.

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

There were two components that showed the most improvement Math Learning Gains and Science Achievement with a +5%. The component of Math Learning Gains has been continuously improving for the last two years. For the Science Achievement component this was not a trend.

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

For Science Achievement all teachers dedicated 10 minutes at the beginning of the school day to review Science Vocabulary and Concepts.

For Math Learning Gains there was morning and afternoon tutoring offered during the school year and the stronger teachers were hand selected to teach the students with the bigger learning gaps.

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	49%	51%	56%	50%	52%	52%
ELA Learning Gains	54%	54%	55%	50%	55%	52%
ELA Lowest 25th Percentile	42%	46%	48%	49%	50%	46%
Math Achievement	48%	54%	62%	53%	53%	58%
Math Learning Gains	59%	56%	59%	63%	56%	58%
Math Lowest 25th Percentile	55%	42%	47%	57%	49%	46%
Science Achievement	50%	51%	55%	55%	54%	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	23 (16)	29 (18)	16 (10)	14 (10)	11 (12)	15 (8)	108 (74)
One or more suspensions	3 (5)	6 (6)	1 (4)	1 (10)	2 (13)	1 (19)	14 (57)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (41)	58 (41)	45 (50)	135 (132)

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	47%	51%	-4%	57%	-10%
	2017	39%	53%	-14%	58%	-19%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	38%	48%	-10%	56%	-18%
	2017	50%	50%	0%	56%	-6%
Same Grade Comparison		-12%				
Cohort Comparison		-1%				
05	2018	46%	50%	-4%	55%	-9%
	2017	42%	48%	-6%	53%	-11%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	51%	-10%	62%	-21%
	2017	37%	56%	-19%	62%	-25%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	37%	53%	-16%	62%	-25%
	2017	46%	55%	-9%	64%	-18%
Same Grade Comparison		-9%				
Cohort Comparison		0%				
05	2018	52%	52%	0%	61%	-9%
	2017	45%	49%	-4%	57%	-12%
Same Grade Comparison		7%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	44%	49%	-5%	55%	-11%
	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	10	30	36	19	47	50	21				
ELL	35	40	41	40	56	58	29				
BLK	38	50		40	53		42				
HSP	48	54	44	49	60	55	48				
WHT	66	63		50	54		59				
FRL	46	52	46	47	59	55	45				
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	50	52	18	68	62	10				
ELL	27	54	61	33	56	63	15				
BLK	40	43	42	49	42		58				
HSP	46	55	55	44	58	60	43				
WHT	61	52		55	52						
FRL	39	52	52	39	53	60	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
Rationale	If teachers utilize their facilitated common planning to plan for rigorous standards-based instruction, evaluate and discuss data to drive instruction, then we will be able to ensure high levels of learning for all students in literacy
Intended Outcome	Increase our ELA proficiency level from 49% to 54% proficient.
Point Person	Melissa Maldonado (melissa.maldonado@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Standards Mastery Data tracker will be used by teachers for each student and continuously monitored by the leadership team on a weekly basis during our Leadership and Stocktake meetings. 2. Leadership Team will ensure that Triple iii - interventions are prescriptive and target individual students needs which will be assess every three weeks during one of the Leadership meetings. 3. Our Literacy coach will complete coaching cycles with ELA teachers to ensure best practices are being utilized. She will complete a model lesson for teachers and then observed teachers complete their own lesson to provide feedback and continue the coaching cycle. The Literacy Coach will provide an update on coaching cycles data weekly during our Leadership and Stocktake meetings. 4. Third grade teachers will be monitored weekly for portfolio completion by the Literacy Coach, the ESOL Compliance Specialist and Resource Compliance Specialist and report the results during our weekly Leadership meetings. 5. ELL task force will monitored academic progress and interventions for ELL students which will be monitored by the ESOL Compliance Specialist on a monthly basis. 6. The Literacy Coach and Resource Compliance Specialist will deliver Professional Development to all ELA teachers in the academic areas of needs reflected by the weekly monthly data reviews. Professional Development will be available to all ELA teachers once every 9 weeks. After each Professional Development the Leadership Team will complete a series of walkthroughs and collect data to monitor the effectiveness and implementation of the Professional Development.
Person Responsible	Melissa Maldonado (melissa.maldonado@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 2. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. 4. During our Leadership and Stocktake meetings, coaches report the progress of students based on the Standards Mastery Data tracker and iReady data to monitor proficiency in ELA. 5. Coaches and teacher will use CFA data to monitor proficiency in ELA. CFAs will consist of district test item bank questions, iReady and LAFS independent assessment. This data will be used to identify area of weakness to create prescriptive inteventions. 6) During our weekly Leadership Meetings and monthly Stocktake meetings, the ELA data will be analyzed and support for growth with action plans will be given to all grade levels to

ensure focus on high levels of learning for all students in Literacy.

7) The effectiveness of the professional development will be monitor by the data resulted from out weekly classroom walkthroughs.

**Person
Responsible** Vivian Ivey (vivian.ivey@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	If teachers utilize their facilitated common planning to plan for rigorous standards-based instruction, evaluate and discuss data to drive instruction, then we will be able to ensure high levels of mathematics achievement for all students.
Intended Outcome	Increase our Mathematics proficiency level from 49% to 54% proficient.
Point Person	Nicole Williams (nicole.williams@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Standards Mastery Data tracker will be used by teachers for each student and continuously monitored by the leadership team on a weekly basis during our Leadership and Stocktake meetings. 2. Leadership Team will ensure that Triple iii Math consists of flexible grouping that are target it for each individual students' needs every three weeks during one of the Leadership meetings. 3. Our math coach will be implementing coaching cycles with our math teachers to ensure best practices are being utilized. She will complete model lesson for teachers and then observed teachers complete their own lesson to provide feedback and continue the coaching cycle. The Literacy Coach will provide an update on coaching cycles data weekly during our Leadership and Stocktake meetings. 4. ELL task force will monitored academic progress and interventions for ELL students which will be monitored by the ESOL Compliance Specialist on a monthly basis. 5. The Math Coach and ESOL Compliance Specialist will deliver Professional Development to all Math teachers on effective instructional strategies that promote student discourse. Professional Development will be available to all Math teachers once every 9 weeks. After each Professional Development the Leadership Team will complete a series of walkthroughs and collect data to monitor the effectiveness and implementation of the Professional Development.
Person Responsible	Nicole Williams (nicole.williams@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 2. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. 4. Math coach will used Standards Mastery Data tracker and iReady data to monitor proficiency in Math. 5. CFA data will be used to monitor proficiency in Math. CFAs will consist of district test item bank questions, iReady and MAFS independent assessment. This data will also be used to create prescriptive interventions for all students during flexible grouping. 6. During our weekly Leadership Meetings and monthly Stocktake meetings, the Math data will be analyzed and support for growth with action plans will be given to all grade levels to ensure focus on high levels of mathematics achievements for all students. 7. The effectiveness of the professional development will be monitor by the data resulted from out weekly classroom walkthroughs.

Person Responsible Vivian Ivey (vivian.ivey@osceolaschools.net)

Activity #3

Title Strengthen collaborative processes to ensure that the learning needs of all students are met. With the PLC Action Plan embedded within the action steps and monitoring.

Rationale Research states, if teachers participate in continuous organized opportunities for collaboration and assessment as part of an ongoing cycle of continuous improvement, then these structures offer us the most practical and affordable opportunities to integrate, generate and refine practices that influence teaching and learning.

Intended Outcome ELA, Math proficiency and gains will increase by 5% in all sub groups.
Science proficiency will increase by 5% in all sub groups.

Point Person Meraris Agosto (meraris.agosto@osceolaschools.net)

Action Step

Description

1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.
2. Each PLC will develop Unit SMART goals for essential standards to ensure a guaranteed and viable curriculum. SMART goals will be uploaded to TEAMS and monitored by the Assistant Principal weekly.
3. Grade Level PLC's will use the Standards Based Data trackers to collect, share and evaluate standards based formative assessments on a weekly basis. They will also compare the data to District assessments and iReady Diagnostic assessments, after each of those assessments are completed. Grade level Data will be monitor by the Assistant Principal and PLC conversations by each administrative team assigned to a Grade level PLC
4. Each PLC will have a member on the ELL task force to ensure appropriate services and accommodations for the success and learning of all students.. Grade levels ELL task force members will report to the ESOL Compliance Specialist on a Monthly Basis.

Person Responsible Meraris Agosto (meraris.agosto@osceolaschools.net)

Plan to Monitor Effectiveness

Description

1. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.
2. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
- 4) Each PLC team will have a Leadership team member assigned for support.
- 5) PLC Teams will have a grade level TEAMS in which they will upload their norms, CFA Data, Standards Based Data Tracker information, SMART goals, lesson plan, PLC agendas and notes and other pertinent PLC items on a weekly basis.

Person Responsible Vivian Ivey (vivian.ivey@osceolaschools.net)

Activity #4	
Title	Ensuring high levels of instruction during MTSS to increase achievement for our students in the lowest quartile.
Rationale	Implementing and monitoring an MTSS program that continuously identifies students deficits and creates prescriptive intervention will increase student achievement.
Intended Outcome	Increase our ELA learning gains of the lowest 25 percentile to 42%.
Point Person	Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. The MTSS coach, Literacy Coach, Math Coach, ESOL Compliance Specialist and Resource Compliance Specialist will review the i Ready and CFA's data every three weeks to ensure Triple iii - interventions are prescriptive and target individual students needs. 2. The MTSS coach will monitored the fidelity of the intervention programs by performing weekly classroom walkthroughs during Triple iii time. The data collected during the walkthroughs will be examine during our weekly Leadership and Stocktake meetings. 3. The MTSS coach will collect and review all Intervention Forms for Tier 3 students every three weeks to ensure that Tier 3 students are receiving the correct services and interventions and make changes when need it.
Person Responsible	Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 2. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. 4. Phonics interventions will be monitored monthly utilizing Next Steps Guided Reading intervention program online tracker to ensure appropriate intervention placement. 5. Interventions will be revisited every three weeks after careful evaluation of Triple iii data and the data submitted by each grade level team.
Person Responsible	Vivian Ivey (vivian.ivey@osceolaschools.net)

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.

Our parent involvement targets are to have programs and activities that teach parents how to help their children at home, as appropriate, including but not limited to, other federal programs.

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 Ventura Elementary, we are staffed with two guidance counselors and a part time social worker. Each of these staff members assist in providing important services to our students. individual and small group counseling is provided. External services in counseling is provided to students with special needs. Through our partnership with the United Way, we have built relationships with community groups to assist with meeting student needs through counseling as well as providing basic needs such as food, clothing and even gifts for the family. We also have a group of volunteers to be part of our Bookmark Buddies team (volunteer tutors that help with academic as well as personal needs of third grade students).

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

This is the second year in which Ventura Elementary School is hosting full day VPK class and the first year hosting a second half a day VPK class. As the year, continues, the leadership and school staff will include and invite students and families from these classes to participate in our school-wide events. We also will be sure to include those families in our Kindergarten Round-up that occurs in the Spring to introduce them to our Kindergarten Programs.

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 MTSS/Leadership team meets biweekly to look at school-wide data (iReady data - administered 3 times a year for all students to determine effectiveness of core instruction. Based on the results we determine the need for professional development. We also use this data to regroup students' intervention groups.

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

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), 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 (IEP), students identified through the Preschool Education Evaluation Program (PEEP), 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.

We promote and celebrate career week.

Part V: Budget

Total:	\$68,075.00
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