

St. Johns County School District

# Sebastian Middle School



## 2018-19 Schoolwide Improvement Plan

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## Sebastian Middle School

2955 LEWIS SPEEDWAY, St Augustine, FL 32084

<http://www-sms.stjohns.k12.fl.us>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)  Middle School 6-8	<b>2017-18 Title I School</b>  Yes	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  66%
<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  23%

### 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>	B	C	C	B*

### School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

### 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.

Sebastian Middle School will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

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

Sebastian Middle School's vision is to cultivate high achieving, college and career ready students who excel in a complex and changing world.

### School Leadership Team

#### Membership

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

Name	Title
King, Wayne	Principal
Fortune, Leanne	School Counselor
Hoechst, Robert	Psychologist
Hensley, Angela	Assistant Principal
Hagy, Heather	SAC Member
Cooper, Pamela	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 ensures that all staff comply with the district-wide school site standards.

Responsibilities:

- Guide the collaborative PLC cycle of formative assessment/intervention
- Coaching support for research based best practices by ILC and Curriculum Council
- The team supports the idea of Personalized Learning and the Inquiry approach.
- Develop the culture for Project Based Learning ( PBL ).

### Early Warning Systems

#### Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	34	38	50	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	24	38	40	0	0	0	0	102
Course failure in ELA or Math	0	0	0	0	0	0	6	9	15	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	50	56	59	0	0	0	0	165

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	23	33	38	0	0	0	0	94

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	8	1	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	1	2	0	0	0	0	4

**Date this data was collected**

Monday 7/23/2018

**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	0	0	0	0	0	0	21	57	49	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	15	51	53	0	0	0	0	119
Course failure in ELA or Math	0	0	0	0	0	0	10	8	13	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	45	59	70	0	0	0	0	174

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	18	49	52	0	0	0	0	119

**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	0	0	0	0	0	0	21	57	49	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	15	51	53	0	0	0	0	119
Course failure in ELA or Math	0	0	0	0	0	0	10	8	13	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	45	59	70	0	0	0	0	174

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	18	49	52	0	0	0	0	119

## 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?**

Our data indicated that our ELA and Math proficiency at 6th grade level declined.

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

Math 6th grade proficiency and Math 8th grade, Standard, proficiency.

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

8th grade Standard Math proficiency.

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

Science, 8th Grade and Civics 7th grade, Yes, it has been trending positively.

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

A deeper embedded approach to the PLC Model coupled with our Inquiry Approach and STEM Certification.

### 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	52%	69%	53%	49%	70%	52%
ELA Learning Gains	45%	57%	54%	49%	61%	53%
ELA Lowest 25th Percentile	40%	45%	47%	37%	51%	45%
Math Achievement	60%	76%	58%	59%	76%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	53%	66%	57%	60%	68%	55%
Math Lowest 25th Percentile	43%	58%	51%	44%	59%	47%
Science Achievement	63%	73%	52%	53%	74%	50%
Social Studies Achievement	74%	87%	72%	68%	88%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	34 (21)	38 (57)	50 (49)	122 (127)
One or more suspensions	24 (15)	38 (51)	40 (53)	102 (119)
Course failure in ELA or Math	6 (10)	9 (8)	15 (13)	30 (31)
Level 1 on statewide assessment	50 (45)	56 (59)	59 (70)	165 (174)

**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
06	2018	49%	71%	-22%	52%	-3%
	2017	55%	73%	-18%	52%	3%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	54%	70%	-16%	51%	3%
	2017	55%	74%	-19%	52%	3%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
08	2018	54%	76%	-22%	58%	-4%
	2017	58%	74%	-16%	55%	3%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	54%	73%	-19%	52%	2%
	2017	50%	73%	-23%	51%	-1%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	58%	80%	-22%	54%	4%
	2017	62%	80%	-18%	53%	9%
Same Grade Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		8%				
08	2018	40%	73%	-33%	45%	-5%
	2017	55%	75%	-20%	46%	9%
Same Grade Comparison		-15%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	60%	75%	-15%	50%	10%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	84%	16%	65%	35%
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	89%	-14%	71%	4%
2017	72%	90%	-18%	69%	3%
Compare		3%			

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	96%	79%	17%	62%	34%
2017	99%	78%	21%	60%	39%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	77%	23%	56%	44%
2017	94%	78%	16%	53%	41%



GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		6%			

**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	22	38	40	28	37	30	27	51	30		
BLK	24	27	32	34	40	39	30	50	40		
HSP	50	48	25	59	60	56	43	59			
MUL	44	54		53	33						
WHT	56	46	42	63	54	42	69	78	69		
FRL	38	41	40	47	47	39	47	66	54		

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	13	41	38	19	34	36	16	38			
ASN	91			100							
BLK	24	40	33	32	43	35	27	44			
HSP	52	61	50	45	42	27	64	50			
MUL	53	58		59	41						
WHT	57	55	42	65	55	34	58	76	63		
FRL	41	48	41	46	43	28	44	62	48		

**Part III: Planning for Improvement**

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

**Areas of Focus:**

Activity #1	
<b>Title</b>	To increase school wide proficiency scores in literacy by 5% (from 52% to 57%) and learning gains by 10% (from 45% to 55%), as measured by the FSA.
<b>Rationale</b>	The data clearly indicates a decline in ELA on grade level performance coupled with our Learning Gains. We also continue to look at the FSA Writing in order to see how it correlates with the Reading Level. The push to STEM Certification has also helped to shift the literacy and writing to be more of a cross-curricular idea and vision.
<b>Intended Outcome</b>	The main outcome is to close both the Achievement and the Creativity Gap. This can be done through our better connection with our feeder school and the differentiated learning approach. The focus on linguistics and the foundations of language will help facilitate this outcome.
<b>Point Person</b>	Wayne King (wayne.king@stjohns.k12.fl.us)
Action Step	
<b>Description</b>	Master Schedule development to support the PLC Collaboration approach. Develop Reading Literacy Team with focus on Readers/Writers Workshop. Through the PLC Model develop common formative and summative assessments. Training on our differentiated Reading Products to include Reading Plus / SIPPS and Achieve 3000. Develop the STEM /AVID cross curricular unit plans with a focus on Reading / Writing and Speaking benchmarks.
<b>Person Responsible</b>	Pamela Cooper (pamela.cooper@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Monitoring will be ongoing through the common assessment by units. Monitoring will also occur through the data gleaned from Eagle/Inquiry Hour. Business Partner Involvement is also key here and the feedback from our business partners through our STEM Advisory Board is key as to how the overall culture of the school is progressing. Data from our Progress Monitoring Tools is key from a benchmarking viewpoint.
<b>Person Responsible</b>	Pamela Cooper (pamela.cooper@stjohns.k12.fl.us)

**Activity #2**

<b>Title</b>	To increase school wide proficiency scores in mathematics by 5% (from 60% to 65%) and learning gains by 7% (from 53% to 60%), as measured by the FSA.
<b>Rationale</b>	An analysis of our data shows key weaknesses with our sixth grade proficiency and our eighth grade standard proficiency quotient. It is clear that learning gaps have developed and that the application of concepts is weak. Our vision is to blend these Math benchmarks into a number of content areas in order to help students understand the "why" of the learning.
<b>Intended Outcome</b>	To primary goal is to arrest the slide in our sixth grade performance. Secondly, the goal is to improve the standard, pre-algebra, proficiency in order to better prepare those students for high school Algebra. Finally, the aim is to improve our acceleration percentage by preparing more students for Algebra or Geometry whilst in middle school.
<b>Point Person</b>	Angela Hensley (angela.hensley@stjohns.k12.fl.us)

**Action Step**

<b>Description</b>	Master Schedule Development. The goal here is to provide common planning for teachers in order for them to collaborate on concepts and ideas. Common formative and Summative Assessment development and management. The is key in the PLC process for teachers to work on a common assessment platform to create levelled assessments coupled with a remediation cycle. Training on a variety of platforms to include Think Through Math and Algebra Nation. Professional Development with teachers run by our Math coach and in conjunction with our distrcit Curriculum Team. Link to MEAs and other resource exposure for all our teachers, Development of our Unit Plans to show the applied math concepts and the link to project based learning. This is so important in our vision and the idea of hands on learning through the lens of Mathematics was powerful in our STEM Accredation Process.
<b>Person Responsible</b>	Angela Hensley (angela.hensley@stjohns.k12.fl.us)

**Plan to Monitor Effectiveness**

<b>Description</b>	The cycles of progress monitoring is defined through out PLC Calendar. Data is uploaded after each Unit and teachers identify those in need of more instruction / practice and filter those student through after school or Inquiry Hour Sessions. With fidelity we monitor the culture in those classrooms with and idea to highlight the shift to applied Math or Project Based Learning.
<b>Person Responsible</b>	Angela Hensley (angela.hensley@stjohns.k12.fl.us)

### Activity #3

#### Title

To develop a growth-oriented culture of high achievement through access to critical thinking and collaborative opportunities for all students.

STEAM (science, technology, engineering, arts and mathematics) is our direction here at Sebastian not only from an application of learning viewpoint but also from a literacy component.

#### Rationale

After training and pilot activities in semester two of the 2016-2017 school year, the full Sebastian Middle School STEAM program will focus on science and technology interpreted through engineering and the arts, all based in mathematical elements. Our training from the University of Florida highlighted a cross-curricular approach, so we will be integrating Project Based Learning and art and design principles to all program courses. The goal with our sixth graders is for all students to have STEAM coursework for a semester and introduce Lego robotics, coding, gaming, and makerspace projects.

This balanced approach to the schedule allows students to develop a strong background in engineering and computer programming, but also lets them explore electives without sacrificing the core components of the program.

#### Intended Outcome

Enrollment in AVID and STEAM courses, increased implementation of PBIS, and involvement with community service projects will serve as evidence.

#### Point Person

Wayne King (wayne.king@stjohns.k12.fl.us)

#### Action Step

#### Description

As we move forward with our program, we are planning to explore many possibilities, including:

Flipping the classroom. The concept of flipping the classroom—using classroom time for hands-on activities rather than traditional teaching—is gaining popularity. We are using flipped classroom activities in science and want to expand the use of this instructional method to all classes.

Developing long-term problem-based units. The flexibility of having all three grade levels with one team of teachers provides opportunities to expand the idea of creating problem-based units that could span the course of the three-year program. This type of immersion allows students to be fully vested in their educational outcomes.

Expanding our outdoor classroom. We want to include more student-conceived research projects and increase students' experience with horticulture.

The success of the STEAM program at Sebastian Middle School depends on the support and dedication of our school's administration, content supervisors, and teachers who have put in many hours to create, develop, enhance, enrich, and improve the educational experiences for our students. The program is primarily funded through grants, and we have been able to obtain key resources that will help the team develop high-interest, high-rigor problem-based units. Resources to be included are LEGO Mindstorms, LEGO renewable energy packs, a class set of netbooks, a class set of iPods, GPS units, smart pens, a greenhouse, and gardens. The support of our district leaders and community partners is key to sustained development. It is by no means a simple task. However, all of us who teach in the program agree that we are doing our best teaching and giving our students the best opportunities to become productive, scientifically literate citizens.

All students at Sebastian Middle School will be exposed to STEAM-related activities and curriculum through short activities that connect to STEAM fields as well as extended, project based learning experiences that incorporate art and design principles. The close

reading of short content area texts will help establish background knowledge for each lesson, and this integrated literacy component provides students an opportunity to relate concepts across subjects.

Many teachers have traditionally felt pressured to “cover” the curriculum and not “waste” too much time on any one topic. This content philosophy of “mile wide and an inch-deep” contrasts sharply with our approach, which emphasizes depth, synthesis, and creation. Our STEAM immersion requires students to “defend” their designs (such as robotic rovers) in front of the local professional and scientific community after weeks of research and engineering. This is immersion within the curriculum through interdisciplinary unit design, high levels of rigor, problem/solution applications, and continual development of the 21st century skills they will need for employment.

**Person Responsible** Wayne King (wayne.king@stjohns.k12.fl.us)

#### Plan to Monitor Effectiveness

- Students will use technology and the engineering design process to aid in the creation of solutions to real-world, authentic, and open-ended problems.
  - o Measured through rubric assessments of student created STEAM Portfolios
- Students will use a variety of digital tools to clearly communicate their ideas, share knowledge, and build on the work of others using the appropriate medium for their audience and goals.
  - o Measured through teacher observation and rubric assessments of student STEAM presentations

- Description**
- Students will work in global and local teams to constructively collaborate and broaden their understanding of multiple and diverse perspectives in order to reach a common goal.
    - o Measured by teacher observation, peer evaluation, and rubric assessments of student created STEAM Portfolios
  - During the final month of the eighth grade year, students will present their STEAM portfolio to a panel of stakeholders that includes business and community partners, parents, teachers, and school leaders. Students highlight elements that demonstrate their growth over the course of the STEAM program.
    - o Panel members provide feedback via rubric assessment

**Person Responsible** Wayne King (wayne.king@stjohns.k12.fl.us)

## 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.**

See Title 1 Parent Involvement Plan.

**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.**

Sebastian Middle School guidance counselors meet with each grade level during the first month of school to assess needs and introduce themselves and services available.

ESE students with specific social-emotional needs are provided a social emotional class, district mental health counseling and or a mentor.

SMS is participating in The Boomerang Project's middle school WEB program. WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

Sebastian also has invented in Live School as part of our PBIS program. The vision with this would be to reward the positives as a way to teach / lead and to support student leadership initiatives.

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

In January, we hold a 5th grade Night inviting incoming 5th graders and their parents to an evening of "About SMS". We offer an information session for parents, a scavenger hunt for students, meet-the-teachers and see-the classrooms tour, along with an ice cream social. In the Spring, we visit each elementary school and provide a 'virtual' tour of the school, to answer all questions.

We also hold a STEAM Night designed to highlight our push to deeper learning and also invite our community partners to share that experience.

These events are designed to alleviate fears and answer questions about the transition to middle school. In addition, we send out a summer newsletter and a welcome letter to 5th grade families.

This year we hosted a STEM Camp which gave us the opportunity to connect directly with 6th graders and help facilitate that transition to Inquiry or PBL. Our goal is to make this an annual event and again to culminate with students presenting their project to parents and business partners.

The first week of school we host a WEB Social. WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

Finally we offer a "Stepping up to Middle School" orientation designed to get deeper into the day-to-day activities in middle school and meet with team leaders.

**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.**

At SMS, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained.

Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted during and after the school day. The district coordinates with Title II and Title III in ensuring staff development needs are provided

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

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

Title II

District receives supplemental funds for improving basic education programs through staff development.

Title IX- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide reading remediation during and after the school day.

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

This does not apply to us.

### Part V: Budget

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