# James A. Webster Elementary School



## 2018-19 Schoolwide Improvement Plan

## Table of Contents

# James A. Webster Elementary School

420 N ORANGE ST, St Augustine, FL 32084

http://webster.stjohns.k12.fl.us/

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2017-18 Title I School** | **2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 43% |

## School Grades History

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

## 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.**

At The Webster School we believe that all people can and will learn. To achieve our mission we will empower and inspire students with the tools necessary for increased student achievement and lifelong success.

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

To move all students forward academically, socially and behaviorally regardless of their circumstances and to provide them with a solid foundation for future success.
"Success for All....No Excuses"

### School Leadership Team

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

| Name | Title |
|---|---|
| Groves, Bethany | Principal |
| Donlan, Debra | Assistant Principal |
| Hall, Rob | Instructional Coach |
| Devany, Amanda | Dean |
| Guillo , Melissa | Psychologist |

**Duties**

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

The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principal, Instructional Coaches, Guidance Counselor, School Psychologist, and District Behavior Specialist. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed. The Leadership Team received annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly/monthly and PLC meetings throughout the year. The principal ensures that all staff comply with the district-wide school site standards.

### 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 | 5 | 18 | 11 | 17 | 9 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 |
| One or more suspensions | 2 | 4 | 5 | 7 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Course failure in ELA or Math | 0 | 0 | 0 | 1 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 7 | 15 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |

**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 | 4 | 2 | 5 | 5 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

**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 | 11 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Retained Students: Previous Year(s) | 0 | 0 | 3 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

**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 | 15 | 26 | 24 | 18 | 31 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 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 | 0 | 17 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |

**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 | 8 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

**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 | 15 | 26 | 24 | 18 | 31 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 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 | 0 | 17 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |

**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 | 8 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

## 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 ELA achievement score was our lowest area this year. This does not represent a steady downward trend, but it is the lowest in many years.

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

ELA achievement of the lowest 25% was lowest this past year. It is definitely a part of an overall decline in ELA this past year.

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

Again, ELA was the biggest area of struggle... achievement, gains and low 25%. Overall, the most concerning issue for me is that ELA continues to go up and down and is not yet stable in terms of achievement.

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

Math achievement of the lowest 25% is up 11%. Overall math was up a bit as well. While I would not call this a successful trend yet, it does represent that math instruction and achievement seems to be more stable and consistent than ELA at this time.

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

We implemented the start of the authentic PLC process this past year and we started with math. Teachers met in grade level teams and created learning goals and scales around the most important standards covered in the 3rd and 4th nine weeks as well as common assessments. They also discussed and began to share students for remediation after meeting to discuss common assessment results and discuss most successful best practices.

**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 | 39% | 72% | 56% | 40% | 68% | 52% |
| ELA Learning Gains | 42% | 59% | 55% | 36% | 59% | 52% |
| ELA Lowest 25th Percentile | 43% | 50% | 48% | 36% | 53% | 46% |
| Math Achievement | 54% | 77% | 62% | 45% | 70% | 58% |
| Math Learning Gains | 53% | 67% | 59% | 49% | 63% | 58% |
| Math Lowest 25th Percentile | 53% | 58% | 47% | 34% | 60% | 46% |
| Science Achievement | 45% | 68% | 55% | 42% | 66% | 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 | 5 (15) | 18 (26) | 11 (24) | 17 (18) | 9 (31) | 17 (41) | 77 (155) |
| One or more suspensions | 2 (0) | 4 (0) | 5 (0) | 7 (0) | 4 (0) | 3 (0) | 25 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 1 (0) | 5 (0) | 7 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 7 (0) | 15 (17) | 26 (20) | 48 (37) |

**Grade Level Data**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 39% | 78% | -39% | 57% | -18% |
| | 2017 | 50% | 80% | -30% | 58% | -8% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 35% | 74% | -39% | 56% | -21% |
| | 2017 | 58% | 74% | -16% | 56% | 2% |
| Same Grade Comparison | | -23% | | | | |
| Cohort Comparison | | -15% | | | | |
| 05 | 2018 | 39% | 73% | -34% | 55% | -16% |
| | 2017 | 49% | 75% | -26% | 53% | -4% |
| Same Grade Comparison | | -10% | | | | |
| Cohort Comparison | | -19% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 59% | 80% | -21% | 62% | -3% |
| | 2017 | 49% | 80% | -31% | 62% | -13% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 53% | 83% | -30% | 62% | -9% |
| | 2017 | 53% | 82% | -29% | 64% | -11% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 4% | | | | |
| 05 | 2018 | 49% | 79% | -30% | 61% | -12% |
| | 2017 | 51% | 80% | -29% | 57% | -6% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | -4% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 46% | 73% | -27% | 55% | -9% |
| | 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 | 18 | 33 | 37 | 32 | 44 | 52 | 27 | | | | |
| BLK | 26 | 38 | 44 | 40 | 28 | 29 | 17 | | | | |
| HSP | 43 | 60 | | 57 | 80 | | | | | | |
| WHT | 43 | 40 | 44 | 62 | 67 | 68 | 57 | | | | |
| FRL | 37 | 37 | 37 | 52 | 50 | 46 | 39 | | | | |
| 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 | 14 | 45 | 50 | 25 | 37 | 21 | 30 | | | | |
| BLK | 36 | 51 | 69 | 36 | 46 | 50 | 24 | | | | |
| HSP | 47 | 70 | | 40 | 30 | | | | | | |
| WHT | 58 | 61 | 65 | 56 | 63 | 40 | 57 | | | | |
| FRL | 46 | 55 | 65 | 45 | 53 | 39 | 40 | | | | |

## 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** | Character Counts and Behavior Referrals |
| **Rationale** | Last year, we averaged 60.2 referrals a month and 3.42 referrals per day and data was not consistently recorded during more than the first semester of the year. Giving students structured time in the day to address SEL needs and to develop those skills, we believe our number of referrals can be reduced as well as the number of students with referrals. As referrals are reduced, we hope to see achievement and instructional time increase as well as an overall more positive school climate. |
| **Intended Outcome** | Our daily referral average will go down to under 3 per day/ under 50 per month. Instructional time will increase causing an increase in achievement. Also, students will report a more positive outlook on school climate along with the staff. |
| **Point Person** | Amanda Devany (amanda.devany@stjohns.k12.fl.us) |

| Action Step | |
| --- | --- |
| **Description** | Rachel's Challenge will be presented and its curriculum will be used in each classroom to provide a whole school emphasis on kindness, empathy and character counts. Morning meeting will also be implemented in each classroom to teach SEL skills and build cooperation, teamwork, compassion and empathy. |
| **Person Responsible** | Amanda Devany (amanda.devany@stjohns.k12.fl.us) |

| Plan to Monitor Effectiveness | |
| --- | --- |
| **Description** | Observations of Morning Meeting will be made and feedback given to teachers. RTI will monitor overall school referrals as well as the number of different students with referrals. Patterns in students, classrooms, and families will be evaluated for deeper support. |
| **Person Responsible** | Amanda Devany (amanda.devany@stjohns.k12.fl.us) |

| Activity #2 | |
|---|---|
| **Title** | ELA Prociency |
| **Rationale** | Our overall school proficiency on FSA was only 39%. Throughout observations and discussions last year, we discovered an incomplete alignment of ELA instruction and intervention. We recognize that a consistent approach to instruction and intervention is necessary to improve overall school reading proficiency. Also, ESE support was not given on grade level most of the time. Instead it was delivered on instructional level. We are working to bridge that gap so students will be able to better perform on grade level expectations. |
| **Intended Outcome** | Our school ELA proficiency will be 50% or higher as measured by the FSA exam for 3rd, 4th and 5th graders. Teachers will also consistently and effectively use the primary ELA curriculum. Interventions and ELA support will be better directed toward filling instructional gaps as well as supporting grade level understanding. |
| **Point Person** | Rob Hall (rob.hall@stjohns.k12.fl.us) |
| Action Step | |
| **Description** | All ELA teachers will receive training and feedback on the Center for the Collaborative Classroom curriculum and instruction several times a year. ESE teachers will be incorporated into that training and feedback loop. |
| **Person Responsible** | Bethany Groves (bethany.groves@stjohns.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| **Description** | Ultimately, FSA scores will determine our effectiveness. However, as formative benchmarks along the way, we will use I-Ready data, DRA scores of students and DIBELS data to determine if curriculum and instruction is supporting growth toward grade level proficiency. |
| **Person Responsible** | Bethany Groves (bethany.groves@stjohns.k12.fl.us) |

| Activity #3 | |
| --- | --- |
| **Title** | ELA Learning Gains and Low 25% Gains |
| **Rationale** | Our overall learning gains in ELA dropped 18 percentage points from last year. Out ELA Gains for the Lowest 25% dropped 20%. Through observation and discussion of the ELA instructional program last year, it was discovered that there are some weaknesses in the manner we are serving interventions and ESE students. These students need to make sure they make a learning gain in order to keep the learning gap from increasing throughout their educational career. |
| **Intended Outcome** | ELA Learning Gains of 3rd, 4th and 5th graders as measured on the FSA and Learning Gains of this same group that comprise the Lowest 25% will have Learning Gains at or above 50%. |
| **Point Person** | Bethany Groves (bethany.groves@stjohns.k12.fl.us) |
| Action Step | |
| **Description** | An intervention block will be created in the Master Schedule to support ESE instruction and the intervention process. This time will be used to fill the learning gaps in ELA without students missing Core Instruction. Services and Interventions will be aligned and monitored to make sure the most appropriate are given at the appropriate level of rigor. |
| **Person Responsible** | Debra Donlan (debra.donlan@stjohns.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| **Description** | Observations of the Intervention Block will be conducted by Administration and the ILC with feedback provided to teachers. Several sources of literacy data will also be tracked in order to measure reading progress on grade level. These sources include I-Ready, DIBELS, and DRAs |
| **Person Responsible** | Bethany Groves (bethany.groves@stjohns.k12.fl.us) |

| Activity #4 | |
|---|---|
| **Title** | Math Learning Gains of Low 25% |
| **Rationale** | Our school district has a goal of increasing our Learning Gains of our entire school district. Every school has been asked to get to 60% Learning Gains for the Lowest 25% or make an increase of a set amount of points. We have continued to improve in this area for the last several years. |
| **Intended Outcome** | This year we would like to increase from 53% to 60% as measured by the FSA for our 3rd, 4th and 5th graders that are in our Lowest 25% |
| **Point Person** | Bethany Groves (bethany.groves@stjohns.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Grade level teams will continue to work the PLC process in order to identify the most important standards for our students at their grade levels and then share successful instructional techniques and common assessments to instruct and remediate all students to grade level expectations. |
| **Person Responsible** | Bethany Groves (bethany.groves@stjohns.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Student success will be measured through I-Ready, common district assessment and common grade level formative assessments in order to check for student understanding of grade level material, especially noting the success and remediation of the Lowest 25%. |
| **Person Responsible** | Bethany Groves (bethany.groves@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. The school will make every effort to include parents and encourage them to be active participants in their child's education. Some planned activities include Open House with information on Title 1 Florida State Standards and AVID, family luncheons, volunteer training, student recognition programs, student planners for parent/teacher communication, Career Fair family night to celebrate Literacy week which will include continuing education information for parents. Face to face parent/teacher conferences connected to first report card and activities specifically designed for student with significant disabilities such as quarterly information and support group for parents of children with Autism.

**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 Webster School is a full service school. This entitles the children at the school to services related to health, nutrition and counseling. The school has a licensed mental health counselor who sees children at the school each week. The school also has an extensive mentoring program consisting of school, district and community volunteers. In addition to these services, the school has a full time guidance counselor, a teacher behavior support person and a full-time therapist provided by our Children's Home Society partnership. All three of these professionals see social skills groups. All classrooms have implemented a morning meeting time designed to also promote connectedness among students, kindness, compassion, and social skills that encourage empathy and cooperation. Finally, our entire school has accepted the five challenges of the Rachel's Challenge program in which we are working on kindness and compassion, cooperation and empathy.

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

There are currently six blended PreK classes including: Head Start, VPK, preschoolers with disabilities. The students participate with the general education population for activities and programs throughout the school year. Students transitioning to Kindergarten are screened to provide academic information to Kindergarten teachers.
Students transitioning to middle school are visited by cohorts of middle school students from various programs, including band and AVID. They are also given an opportunity to tour the school and ask questions. Students are taught how to access grades and apply for programs of choice in their fifth grade year.

**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 school leadership team:
-Carries out the mission/vision of school
- Provides vision for academic/behavioral success
- Plans, implements, monitors school improvement
- Implements RtI/MTSS to raise student achievement outcomes
- Conducts weekly meetings to analyze formative and summative data

Title I Part A
Services provide support to students in Tier II/III interventions. Additional teacher in 5th grade supports achievement. Behavior Teacher/paraprofessional support behavior. Full day VPK services are provided through Title I to assist in kindergarten readiness.

Title I, Part C
The liaison coordinates with Title I to ensure student needs are met. Services are monitored by the SJCSD Student Services department with the school's administration.

Title I, Part D
The district provides funds for programs for youth in eligible facilities.

Title II
Title II supports Balanced Literacy training, Being a Writer, Being a Reader, and Making Meaning.

Title III
The district provides materials/ELL support services to improve the education of immigrant and English Language Learners.

Title IX- Homeless
A district-level homeless student social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act. Students are provided breakfast/lunch.

Supplemental Academic Instruction (SAI)
SAI funds provide an extra K, 4th and ESE teacher to provide smaller classes/intensive student-teacher contact. SAI provides SEL curriculum and part time certified tutors.

Violence Prevention Programs
Behavioral data is monitored to implement strategies that target behaviors in the early stages. The school has a Student Intervention Coordinator as well as a Behavioral Specialist working directly with the students and staff.

Nutrition Program
The school works cooperatively with Health Department establishing a nutritional program to eat healthy/promote exercise.

Head Start
Services are provided at the school for eligible students. The full day program provides early intervention services to students. Students are blended with VPK and ESE PreK.

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

NA

| Part V: Budget | |
| --- | --- |
| **Total:** | **$0.00** |