Myakka River Elementary School

leadership
analysis
Florida
college and career
mission
students
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
areas of focus
instruction
resources
supportive environment
strategic planning
collaboration
vision
learning
growth

2018-19 Schoolwide Improvement Plan

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Myakka River Elementary School

12650 WILLMINGTON BLVD, Port Charlotte, FL 33981

http://www.yourcharlotteschools.net/mre

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	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

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

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

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.

Myakka River Elementary is a caring family and community growing M.I.G.H.T.Y. leaders to achieve academic excellence. Our motto is "We Believe, We Lead, We Achieve".

Provide the school's vision statement.

Empowering students to become lifelong, well-rounded learners while providing a safe nurturing environment.

School Leadership Team

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

Name	Title
Tollefson, Grace	Principal
Kelch, Kristina	Assistant Principal
Dillmore, Carrie	Teacher, K-12
Harris, Leslie	Other
Gibson, Marie	School Counselor

Duties

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

Grace Shepard serves as the school Principal. She oversees the entire staff in providing professional, educational leadership. This is completed through PLC's, PD's, Data Days, Staff and Faculty meetings, and/or Instructional Leader meetings. Within these meetings, collaborative shared decision making is practiced. She serves on the School Advisory Committee, as well as Co-chairing the Partnership and Performance Committee. She summarizes data to assist teachers and students with learning needs and is responsible for the development of the school's master schedule and school events calendar. Additionally, the Principal oversees the implementation of the School Improvement Plan. She shares the responsibility for all communication disseminated from the school, analyzes and articulates data and shares in the safety of all persons on campus.

Kristina Kelch serves as the school Assistant Principal. She assists the Principal with professional and educational needs of the staff, students, and families of Myakka River Elementary. She Co-chairs the Support Staff Partnership and Performance Committee and serves as Team Leader for the Positive Behavior System Committee. She serves as a TST Coach and assists with the Rti process for all grade levels. She is a member of the Parent Teacher Organization and shares the responsibility of all disciplinary instances. Furthermore, she provides leadership for the ELL program at our school. She will also co-chair our Literacy team and Math and Science team.

Carrie Dillmore serves as the school Lead Teacher. She supports teachers in the classroom and with the analysis of data and the reporting process. She provides professional development for our staff in the areas of curriculum and instruction, as well as Professional Learning opportunities. Additionally,

she is a member of the ELL team and is an Instructional Coach for all teachers as needed.

Marie Gibson serves as the school Guidance Counselor. She supports teachers in the classroom by providing lessons in social and developmental topics, such as, "Bullying". She provides support in the Child Talk process for grades Kindergarten through second. Also, she provides individual and small group counseling for students as needed. Our Guidance Counselor is also a member of the ELL team and works closely with our community businesses to establish school partnerships and relations. Marie Gibson serves as a valuable resource for our 504 students and disseminates this information to parents and families through formal and informal meetings.

Leslie Harris serves as the school Exceptional Student Staffing Specialist. She supports teachers in the classroom by providing strategies and interventions for students. As well, she meets regularly with teachers to provide advice for students with exceptional needs. She conducts staffings for students who have been tested for exceptional needs-whether or not they qualify. She is an integral part of our Rti meetings, Child Talk meetings, and PBS team. She works closely with families, parents and care givers to provide valuable information.

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	10	20	16	14	18	0	0	0	0	0	0	0	78
One or more suspensions	0	1	1	1	3	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	6	1	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	12	27	0	0	0	0	0	0	0	39

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	5	1	2	1	3	7	0	0	0	0	0	0	0	19

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	4	5	17	5	10	8	0	0	0	0	0	0	0	49
Retained Students: Previous Year(s)	7	15	11	11	9	4	0	0	0	0	0	0	0	57

Date this data was collected
Thursday 8/23/2018

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	4	5	4	7	8	8	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	3	3	3	6	17	22	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	0	6	19	0	0	0	0	0	0	0	25

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	4	5	7	0	0	0	0	0	0	0	16

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	4	5	4	7	8	8	0	0	0	0	0	0	0	36
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	3	3	3	6	17	22	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	0	6	19	0	0	0	0	0	0	0	25

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	4	5	7	0	0	0	0	0	0	0	16

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?

Math L25 performed the lowest this year. Yes this has been a trend that our L25 math has declined over the last 3 years.

Which data component showed the greatest decline from prior year?

Math gains showed the greatest decline from the prior year. It went from 67% to 51%. It was a 16 point decline.

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

Our math L25 had the biggest gap when compared to the state average.

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

Our science component showed the most improvement with an increase of 2%. We have been inconsistent with our science achievement over the last three years.

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

Special area teachers utilized Science standards into their lessons. We also required teachers to teach science lessons at least 3 times a week for 45 minutes at a time. Our fifth grade teachers organized a science STEM camp a few weeks prior to testing.

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	58%	59%	56%	58%	56%	52%
ELA Learning Gains	52%	52%	55%	58%	56%	52%
ELA Lowest 25th Percentile	45%	41%	48%	53%	50%	46%
Math Achievement	60%	65%	62%	64%	64%	58%
Math Learning Gains	51%	54%	59%	61%	63%	58%
Math Lowest 25th Percentile	39%	39%	47%	49%	48%	46%
Science Achievement	62%	66%	55%	63%	58%	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	0 (4)	10 (5)	20 (4)	16 (7)	14 (8)	18 (8)	78 (36)
One or more suspensions	0 (0)	1 (0)	1 (0)	1 (0)	3 (0)	1 (0)	7 (0)
Course failure in ELA or Math	0 (3)	0 (3)	0 (3)	6 (6)	1 (17)	0 (22)	7 (54)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	12 (6)	27 (19)	39 (25)

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	68%	63%	5%	57%	11%
	2017	61%	66%	-5%	58%	3%
Same Grade Comparison		7%				
Cohort Comparison						

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	58%	54%	4%	56%	2%
	2017	60%	59%	1%	56%	4%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
05	2018	48%	56%	-8%	55%	-7%
	2017	54%	53%	1%	53%	1%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	69%	-5%	62%	2%
	2017	70%	71%	-1%	62%	8%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	57%	61%	-4%	62%	-5%
	2017	69%	69%	0%	64%	5%
Same Grade Comparison		-12%				
Cohort Comparison		-13%				
05	2018	54%	62%	-8%	61%	-7%
	2017	68%	56%	12%	57%	11%
Same Grade Comparison		-14%				
Cohort Comparison		-15%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	60%	63%	-3%	55%	5%
	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	28	48	50	29	41	37	55				
ELL	45			64							
HSP	52	50		36	33	30					
WHT	59	52	40	63	53	41	62				
FRL	51	53	47	53	47	39	49				

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	42	44	30	42	42	22				
ELL	45			64							
HSP	69	74		53	68						
WHT	59	62	57	73	66	45	59				
FRL	51	62	59	65	65	42	48				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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	L25 Math
Rationale	Strategic instruction focused on student specific learning needs. Working on closing learning gaps with students who are in the L25. The effective use of time, resources, and best practices will increase student achievement.
Intended Outcome	Our score in the reporting category of L25 math will go from 39% to 54%.
Point Person	Kristina Kelch (kristina.kelch@yourcharlotteschools.net)

Action Step	
Description	1. Creating a master schedule that has additional support provided during classroom instruction and WIN (What I Need). 2. Identify L25 for math and calculate the number of scale score points the child needs to earn in order to count as a learning gain. 3. Assign core team members to students in the L25 math who will monitor progress, meet with students, and set goals with students for the year. These members will help motivate students and help them dig into data and understanding their needs. 4. Teachers will spend time analyzing student needs based on assessments and data that is collected. They will categorize students into specific skill set groups. 5. Teachers will use standard ladders to instruct all students and specifically students in L25. 6. We will work on creating a plan to increase the instructional day for all L25 students where they will work with a certified teacher. 7. We used Title funding to purchase Reflex math for our students in grades 2-5. 8. Teachers will monitor learning paths in iReady regularly to ensure that students are getting the most from their iReady experience. 9. School wide leadership notebooks will be implemented this year, and students will be able to self assess their progress throughout the year.
Person Responsible	Grace Tollefson (grace.tollefson@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	1. Classroom Walk-throughs during math instruction/WIN 2. Lesson plans 3. Formative Assessments 4. Discussions during data chats with teachers and data chats with L25 students 5. Participation in Data Days 6. Discussions during grade level Jam sessions 7. End of year expectation charts and EDIS 8. Reports from Reflex, iReady 9. Student data notebooks
Person Responsible	Grace Tollefson (grace.tollefson@yourcharlotteschools.net)

Activity #2	
Title	L25 Reading
Rationale	Strategic instructional focused on student specific learning needs. Working on closing learning gaps with students who are in the L25. The effective use of time, resources, and best practices will increase student achievement.
Intended Outcome	Our score in the reporting category of L25 ELA will go from 45% to 54%.
Point Person	Kristina Kelch (kristina.kelch@yourcharlotteschools.net)

Action Step	
Description	1. Creating a master schedule that has additional support provided during classroom instruction and WIN (What I Need). 2.Identify L25 for ELA and calculate the number of scale score points the child needs to earn in order to count as a learning gain. 3. Assign core team members to students in the L25 ELA who will monitor progress, meet with students, and set goals with students for the year. These members will help motivate students and help them dig into data and understanding their needs. 4. Teachers will spend time analyzing student needs based on assessments and data that is collected. They will categorize students into specific skill set groups. 5. Teachers will use standard ladders to instruct all students and specifically students in L25. 6. We will work on creating a plan to increase the instructional day for all L25 students where they will work with a certified teacher. 7. Teachers will monitor learning paths in iReady regularly to ensure that students are getting the most from their iReady experience. 8. School wide leadership notebooks will be implemented this year, and students will be able to self assess their progress throughout the year. 9. Continue to implement and sustain the CLF (Comprehensive Literacy Framework) model. 10. Scholastic book room for teachers to utilize during guided reading. 11. Teachers will participate in professional development opportunities related to increasing student engagement, standard ladder collaboration, thinking maps, guided reading, CLF, etc.
Person Responsible	Grace Tollefson (grace.tollefson@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	1. Classroom Walk-throughs during ELA instruction/WIN 2. WIN lesson plans 3. Formative Assessments 4. Discussions during data chats with teachers and data chats with L25 students 5. Participation in Data Days 6. Discussions during grade level Jam sessions 7. End of year expectation charts and EDIS 8. Reports from iReady 9. Student data notebooks
Person Responsible	Grace Tollefson (grace.tollefson@yourcharlotteschools.net)

Activity #3	
Title	Closing the Achievement Gap of Students with Disabilities
Rationale	In 2017-2018, we had 58% of our students proficient in ELA. We had 28% of our students with learning disabilities proficient in ELA. We would like to close the achievement gap of students with disabilities and without disabilities in ELA.
Intended Outcome	Our students with disabilities proficiency score in ELA will increase from 28% to 48%.
Point Person	Grace Tollefson (grace.tollefson@yourcharlotteschools.net)

Action Step	
Description	1. Identify the students who are categorized in the SWD subgroup. 2. Send PEER reports that states the students accommodations to teachers. 3. Master schedule was created to provide support from push in ESE teachers and para professionals during WIN time and ELA time. 4. Teachers will spend time analyzing student needs based on assessments and data that is collected. They will categorize students into specific skill set groups. 5. Teachers will use standard ladders to instruct all students. 6. Teachers will monitor learning paths in iReady regularly to ensure that students are getting the most from their iReady experience. 7. School wide leadership notebooks will be implemented this year, and students will be able to self assess their progress throughout the year. 8. Continue to implement and sustain the CLF (Comprehensive Literacy Framework) model. 9. Scholastic book room for teachers to utilize during guided reading. 10. Teachers will participate in professional development opportunities related to increasing student engagement, standard ladder collaboration, thinking maps, guided reading, CLF, etc.
Person Responsible	Kristina Kelch (kristina.kelch@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	1. Classroom Walk-throughs during ELA instruction/WIN 2. WIN lesson plans 3. Formative Assessments 4. Discussions during data chats with teachers 5. Participation in Data Days 6. Discussions during grade level Jam sessions 7. End of year expectation charts and EDIS 8. Reports from iReady 9. Student data notebooks
Person Responsible	Grace Tollefson (grace.tollefson@yourcharlotteschools.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, § 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 builds and sustains partnerships with the local community through the YMCA Reading and Math programs, Lemon Bay High School, LA Ainger Middle School, Boy's and Girl's Club, Kiwanis, Kid's Needs program, CLEF program which provides school supplies, Grants (Suncoast Credit Union Foundation and others) written by teachers, our Family Resource Center, Englewood Rotary, local businesses, such as: Publix, Winn Dixie, McDonalds, Wendy's, Cici's, Subway, Marcos Pizza, Home Depot and locally owned business establishments.

Prior to the start of this school year, Myakka River Elementary held its annual Open House and Title I meeting. A vast number of local business partners shared displays, handouts, and giveaways. Throughout the school year, these business partners support many of our functions, events, activities, and classroom projects. Myakka extends their appreciation through written thank you's, publicity on our school website and Facebook page, parent connect phone calls, and media coverage. Our appreciation is expressed to our many volunteers through a Volunteer Breakfast. Dr. Gibson serves on the Kid's Needs Executive and General Boards which is a supporter of our clothing closet and school supply closet.

Furthermore, parents/caregivers are able to access our school and family portal for information in their native language. The Charlotte County District Website accommodates over 40 languages with valuable information.

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.

Myakka River Elementary provides one-on-one, small group and whole group counseling through our full-time Guidance Counselor housed on our campus. Our full-time resource officer also provides classroom lessons on various topics such as: Bully Prevention, Intruder Safety Training, 9-1-1, Drug Prevention, Bike Safety, and Stranger Danger.

Myakka River includes the Big Brother-Big Sister Program throughout the year. A male or female adult will mentor a student of that same sex as needed. The Englewood YMCA provides before and after school tutoring services in the areas of math and reading. This occurs throughout the entire school year and over the summer months.
Our part-time School Social Worker assists with risk assessments, counseling, and providing for the financial and social-emotional needs of our students and families.

Myakka River Elementary has been adopted by "Kid's Needs of Englewood". Students in need of clothing are identified by their classroom teacher. In a discreet fashion, students needs are then met. During the Holiday Seasons, Kid's Needs assists families. Many of these families are identified and referred through the classroom teacher.

The Yah-Yah Girls, Inc. has also adopted our school by providing weekend back packs full of food items.

The recipients are identified through our free and reduced lunch list.

Within the classroom setting, teachers are cognizant of the social-emotional needs of their students. They regularly provide social emotional instruction and incorporate opportunities and teachable moments for students to engage in "self-talk" tasks. The environments created within each classroom setting are safe, trusting, and nurturing.

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

Students are welcomed to Myakka River Elementary through our Registrar, Guidance Counselor, Lead Teacher, Principal, and/or Assistant Principal. Background data is collected on each student from their previous school. Phone calls are placed to the previous school to obtain information on the student so appropriate/best placement may be made for the child. Additionally, FOCUS is utilized to research historical testing data and other pertinent information.

When we know a child is exiting our school, every attempt is made to wish the student well and provide support to the family in their future endeavors.

Our fifth graders visit their Middle School near the end of each school year. This program is entitled, "Step Up".
Additionally, the Guidance Department visits our school on a separate day for a time of Question and Answer. Parents are also invited to attend an end of the year Open House and PTO meeting.

Our "Kindergarten Roundup" is held every Spring for incoming Kindergartners. A campus tour and Kindergarten Classroom tour is provided for parents and their incoming Kindergartner. A Breakfast is provided for parents as well. Day Cares are also invited to participate in this event. At the onset of each school year, parents of Kindergartners are once again invited to attend an Open House especially arranged for them.

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.

Academic and Behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Support (MTSS). Early and timely interventions may only occur when a system that alerts us of the concerns, is in place. Currently, the district has three systems that provide information to help make timely adjustments necessary for student success. MTSS meetings are scheduled per the needs of individual students.

Our school's SAC (Co-Chaired by Principal and SAC Chair) meets one Tuesday of each month throughout the school year, with a portion of each meeting to discuss the SIP.

The Partnership Performance Council (PPC) (Co-Chaired by Principal and PPC Chair) is a collaborative decision making team comprised of a representative from K-2, 3-5, Specials Area, ESE and Administration. They meet monthly with discussion on the School Improvement Plan (SIP).

Our Literacy Council (Chaired by our Media Specialist) meets on a monthly basis to discuss Florida Plan Standards implementation and process, and ways to encourage, support, and promote literacy throughout the school and home communities.

Our School Leadership Team (Chaired by Principal) meets on a weekly basis. From there, the Leadership Team meets with the Instructional Leaders of each grade level on a monthly basis or as needed. The Instructional Leaders meet with their teams on a weekly basis.

Our Threat Assessment Team meets monthly to discuss students who may need mental health support.

FOCUS data storage, i-Ready, EDIS, and the School Portal System programs provide a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance data. FOCUS automatically generates five day, ten day, and 15 day attendance letters to communicate concern to the parents and/ or guardians. The Social Worker reviews these letters, as well as the Assistant Principal prior to mailing. The Information Communication System (ICS) is also available to support school-based criteria for a custom report.

I-Ready and the School Portal data networks provide a wide variety of academic reports which address both local and state assessment results. They use a color coded system and filter which provides the user opportunities to clearly identify students in need of intervention.

It is the responsibility of the Team Leaders of Myakka River Elementary to determine the most efficient use of these programs.

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

Our Guidance Counselor provides small group instruction with students to inform them of their future endeavors. As well, we include high school students in various Literacy and Science activities to expose them to older students and advanced curriculum. A question and answer time is always available for our younger students to ask questions of the high school students regarding higher education.

Part V: Budget	
Total:	**$88,411.00**