Brentwood Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Brentwood Elementary School

2500 VINSON AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/brentwood

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	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

School Board Approval

This plan is pending approval by the Sarasota 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.

Our mission at Brentwood Elementary School is to instruct all students according to the Florida State Standards and the Sarasota County School Board Curriculum. Differentiated instruction, including formative and summative assessments, will support students at all levels, enriching mastered skills and reinforcing emerging skills. We are dedicated to providing a safe and positive school environment that enhances student learning through modeling, teaching, and recognizing positive behavior.

Provide the school's vision statement.

We envision a school in which staff, students, and parents:
• Unite to achieve common purposes and goals.
• Work together in collaboration.
• Seek instructional strategies for improving student achievement on a continuing basis.
• Monitor each student's progress.
• Demonstrate a personal commitment to the academic success and general well- being of all students.

School Leadership Team

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

Name	Title
Weida, John	Principal
Sims, Lona	Teacher, ESE
Spence, Jill	Instructional Coach
Tuttle, Erin	Teacher, ESE
Brody, Holly	Assistant Principal
Garriott, Julie	Teacher, ESE
Rumph, Tenia	Attendance/Social Work
Rasmussen, Cindy	School Counselor

Duties

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

Principal - John Weida is the instructional leader of the school. He inspires action and takes an optimistic view of the future. He implements strategies and makes resources available to ensure every child has access to both academic and social-emotional learning. He supports and appreciates the staff and confidently inspires the team to achieve instructional goals.

Assistant Principal - Holly Brody is an integral part of the Principal's team. She helps to set clear goals, manage the curriculum, monitor lesson plans, and evaluates teachers regularly to promote student learning and growth.

ESE Liaison - Lona Sims is an integral part of the Exceptional Student Education (ESE) team,

support staff, and Children at Risk in Education (CARE) team. She ensures the compliance of legal documents, all ESE students needs and learning objectives are being met, learning experience is optimized and ESE services and accommodations are being provided. She provides support for instruction support for staff and collaboration through IEP and CARE meetings.

School Counselor- Cindy Rasmussen is an integral part of assuring the needs of the whole student: social, emotional and academics are met. Through parent contact and SWST, the school counselor provides school counseling services: individual and group counseling, remediation and mediation; and outside counseling, therapy and mentoring programs.

Instructional Coach - Jill Spence is a critical lever for improving student achievement. The role of the coach is to build teacher understanding of instructional practices as related to the curriculum and data driven instruction. Instructional coaches analyze data and assist the administrative team in developing corrective action plans, assist teachers in interpreting assessments, help teachers share data with parents, coach teachers in data use, and collaborate with colleagues and administrators to use data to improve instruction/achievement of all students.

ESOL LIaison - Erin Tuttle

Behavior Specialist - Julie Garriott

Home/School Liaison - Tenia Rumph is an essential part in meeting the physical, social and emotional needs of students at home and school. The role of the Home/School Liaison is to facilitate positive relationships between the school and parents so that students will move toward fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation.

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	19	8	17	12	13	19	0	0	0	0	0	0	0	88
One or more suspensions	11	2	1	6	9	9	0	0	0	0	0	0	0	38
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	36	28	28	0	0	0	0	0	0	0	92

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	4	1	1	7	11	0	0	0	0	0	0	0	0	24

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	1	5	5	11	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	19	14	11	30	0	0	0	0	0	0	0	0	0	74

Date this data was collected

Thursday 9/6/2018

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	9	11	10	11	17	21	0	0	0	0	0	0	0	79
One or more suspensions	3	1	4	8	3	3	0	0	0	0	0	0	0	22
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	24	29	20	0	0	0	0	0	0	0	73

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	1	1	2	0	0	0	0	0	0	0	4

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	9	11	10	11	17	21	0	0	0	0	0	0	0	79
One or more suspensions	3	1	4	8	3	3	0	0	0	0	0	0	0	22
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	24	29	20	0	0	0	0	0	0	0	73

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	1	1	2	0	0	0	0	0	0	0	4

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 lowest percentage was the Low Quartile in ELA with only 41% making learning gains.

Which data component showed the greatest decline from prior year?

Our ELA Gains for the Low Quartile went down from 65% to 41% - a 24 point drop.

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

Math Learning Gains and ELA Low Quartile had the same gap of 7 percentage points.

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

There was no area of improvement. We dropped percentage points in each area. However, we did outperform the state average in both Math and Science.

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

n/a

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	53%	66%	56%	60%	65%	52%
ELA Learning Gains	52%	57%	55%	47%	54%	52%
ELA Lowest 25th Percentile	41%	46%	48%	46%	49%	46%
Math Achievement	64%	72%	62%	69%	70%	58%
Math Learning Gains	52%	63%	59%	72%	66%	58%
Math Lowest 25th Percentile	47%	51%	47%	62%	50%	46%
Science Achievement	60%	66%	55%	68%	64%	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	19 (9)	8 (11)	17 (10)	12 (11)	13 (17)	19 (21)	88 (79)
One or more suspensions	11 (3)	2 (1)	1 (4)	6 (8)	9 (3)	9 (3)	38 (22)
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)	36 (24)	28 (29)	28 (20)	92 (73)

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	48%	68%	-20%	57%	-9%	
	2017	55%	71%	-16%	58%	-3%	
Same Grade Comparison		-7%					
Cohort Comparison							
04	2018	44%	67%	-23%	56%	-12%	
	2017	55%	69%	-14%	56%	-1%	
Same Grade Comparison		-11%					
Cohort Comparison		-11%					
05	2018	56%	66%	-10%	55%	1%	
	2017	62%	66%	-4%	53%	9%	
Same Grade Comparison		-6%					
Cohort Comparison		1%					

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	61%	72%	-11%	62%	-1%	
	2017	64%	71%	-7%	62%	2%	
Same Grade Comparison		-3%					
Cohort Comparison							
04	2018	58%	71%	-13%	62%	-4%	
	2017	59%	73%	-14%	64%	-5%	
Same Grade Comparison		-1%					
Cohort Comparison		-6%					
05	2018	67%	72%	-5%	61%	6%	
	2017	75%	70%	5%	57%	18%	
Same Grade Comparison		-8%					
Cohort Comparison		8%					

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	55%	67%	-12%	55%	0%	
	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	38	44	32	43	52	45	45				
ELL	38	57	50	38	50						
ASN	60			60							
BLK	39	48		54	46						
HSP	50	53	39	54	44	36	59				
MUL	50	42		44	67						
WHT	59	54	47	74	56	50	68				
FRL	49	51	43	61	54	52	56				

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	19	50	59	28	51	52	28				
ELL	35	52	58	52	67						
BLK	33	65		42	47	40					
HSP	66	76	75	72	76	71	68				
MUL	47	46		59	62						
WHT	62	59	62	69	76	55	69				
FRL	53	57	60	62	70	57	62				

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	Suspensions
Rationale	Suspensions increased by 78% from 2016-2017 to 2017-2018 school year. There were a total of 55 suspensions in the year 2017-2018 school year.

Intended Outcome	By the year 2019, we will decrease the number of out of school suspensions by 15% by effectively implementing improved PBIS plan and CHAMPS throughout the campus leading to increased time on task and improved student achievement.
Point Person	Julie Garriott (julie.garriott@sarasotacountyschools.net)

Action Step	
Description	1) Staff members have been trained in CHAMPS (explicit teaching of classroom and common area expectations). 2) Administration regularly conducts walk-throughs, formal and informal observations to ensure effective classroom management and that CHAMPS is implemented. 3) The PBIS program has been revamped to include CHAMPS and a new and improved student incentive program. New and senior staff have been trained on the program. 4) Grade level representatives meet once monthly to plan and discuss PBIS plan implementation. 5) Behavior Support Team meets bimonthly to analyze behavior data (calls and referral). The Behavior Support Team then crafts a support plan to staff and students. Students are referred to SWST and CARE as necessary.
Person Responsible	Julie Garriott (julie.garriott@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Behavior Data Analysis at bimonthly Behavior Support Team meetings and monthly PBIS meetings. Formal and informal classroom and common areas of the campus.
Person Responsible	Holly Brody (holly.brody@sarasotacountyschools.net)

Activity #2	
Title	ELA
Rationale	FSA scores were lower in 2018 than in 2017. Achievement went from 60% to 53%, learning gains went from 64% to 52%, and lowest quartile students scores went from 65% to 54%.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase in Reading for all student subgroups, when less than 70% are currently demonstrating proficiency.
Point Person	Shelly Mouhot (shelly.mouhot@sarasotacountyschools.net)

Action Step	
Description	1. Half-day professional development for grades K-2 with focus on Running Records, iReady Next Steps, Progress Monitoring and Analysis. Grades 3-5 will have focus on Dashboard, Standards Mastery, Running Records, iReady Next Steps and Progress Monitoring. These sessions will occur in November, 2018 and January, February and March 2019, with district ELA support staff.
	2. Students without computer access from home will be provided daily access to the Before School Computer Lab to utilize programs such as i-Ready, Headsprout, Reading A-Z, etc. Incentives are earned by attendance/ lessons completed.
	3. Data from i-Ready, FSA, and Running Records were analyzed. The analysis resulted in forming targeted intervention groups to address learning gaps. Interventions by appropriate Reading Resource (ESE or Title1) teachers have been implemented.
	4. Using the inclusion model, low performing students will benefit from being in classrooms with general education students with additional direct instructions from support teachers.
	5. Fluency passages are sent home on a monthly basis to give parents an additional opportunity to be involved in their child's learning. A vocabulary app created by i-Ready ("World's Greatest Pet") is free and available for download that gives families another opportunity to practice words together.
	6. Other Resources used by classroom and support teachers include: Thinking Maps, Instructional Focus Guides (with DOK levels provided), Write From the Beginning and Beyond writing program, Florida Center for Reading Research (FCRR) resources, WriteScore, Headsprout, Secret Stories, and Raz-Kids.
	7. District providing Literacy Coach for support of teachers in grades 3-5. Coach will work with individual teachers and teams in data analysis, lesson plan development and standards unpacking. Coach to visit the school up to 5-6 times a month.
Person Responsible	Shelly Mouhot (shelly.mouhot@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	1. Progress monitoring will occur in several ways. 1/i-Ready Standards Mastery Assessments; 2/Running Records/ORF administered on a regular basis; 3/ i-Ready Diagnostic Assessment given in September, December, and April.
	2. Attendance/progress will be monitored at Morning Computer Lab for students who use this resource.

3. Weekly assessments will be given to students in the intervention groups including, but not limited to, i-Ready assigned lessons, iReady Standards Mastery Assessments targeting specific grade level standards, and teacher generated assessments.

4. Classroom teachers will work in conjunction with support teachers to assess standards as they are being taught.

5. All data is tracked using a school-wide data spreadsheet maintained by all teachers and support staff. Data chats are scheduled with grade level teams on a monthly basis to examine trends and adjust instruction as needed.
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Person Responsible	Shelly Mouhot (shelly.mouhot@sarasotacountyschools.net)

Activity #3	
Title	Attendance
Rationale	Eighty-eight students had attendance below 90% in the 2017-2018 school year.
Intended Outcome	By the year 2019, we will increase the attendance rate by 1% from the previous school year through classroom teacher and support team intervention.
Point Person	Holly Brody (holly.brody@sarasotacountyschools.net)
Action Step	
Description	1) Teachers contact parents at 3 unexcused absences. 2) Attendance through SWST includes the School Counselor, Social Worker and Truancy Worker. They work with home to identify the needs of each student and put interventions in place to improve overall attendance. 3) Administrative communication will be sent home to families with chronic absenteeism.
Person Responsible	Cindy Rasmussen (cindy.rasmussen@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Weekly analysis of SIS attendance data.
Person Responsible	Cindy Rasmussen (cindy.rasmussen@sarasotacountyschools.net)

Activity #4	
Title	Science
Rationale	60% of Brentwood's 5th graders scored a Level 3 or above in 2018, a drop of 4% from 2017.
Intended Outcome	By the year 2019, there will be a minimum of a 4% increase in science, for 5th grade, Level 3 when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5).
Point Person	Jill Spence (jill.spence@sarasotacountyschools.net)

Action Step	
Description	1) Students will engage in a variety of science strategies to increase science understanding and performance. Students will use: Thinking Maps; interactive notebooks; STEM activities; participate in the Science Fair; use technology; read informational text and science themed literature; and participate in Accountable Talk activities. 2) Teachers will use specific learning intentions and success criteria, CHAMPS classroom management, effective questioning, teacher collaboration, and schedule community scientist visits like master gardeners and the Mosquito Management Control. 3) Support from district Science department
Person Responsible	Jill Spence (jill.spence@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	1) Students in grades 1-4 take a mid-year and end of year school created science benchmark test. 2) Students in grade 5 take two county created science benchmark tests along with the Florida Science Standards Assessment at the end of the year. 3) Students will take teacher created and curriculum assessments.
Person Responsible	Jill Spence (jill.spence@sarasotacountyschools.net)

Activity #5	
Title	Math
Rationale	64% of Brentwood 3rd, 4th and 5th graders scored a Level 3 or above in 2018, a drop of 3% from 2017.
Intended Outcome	By the year 2019, there will be a minimum of a 4% increase in math, for 3rd, 4th and 5th graders scoring a Level 3 when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5).
Point Person	Jill Spence (jill.spence@sarasotacountyschools.net)

Action Step	
Description	1. Students without computer access from home will be provided daily access to the Before School Computer Lab to utilize programs such as i-Ready and Fastt Math. Incentives are earned by attendance/ lessons completed. 2. Data from i-Ready and FSA were analyzed. The analysis resulted in forming targeted intervention groups to address learning gaps. Interventions by appropriate Resource (ESE or Title1) teachers have been implemented. 3. Using the inclusion model, low performing students will benefit from being in classrooms with general education students with additional direct instructions from support teachers. 4. Students will engage in a variety of math strategies to increase understanding and performance: • Students will use Thinking Maps, interactive notebooks, various forms of technology, participate in Accountable Talk activities including productive struggle and will learn to connect mathematical representations. 5. Teachers will use specific learning intentions and success criteria, differentiated instruction, CHAMPS classroom management, effective questioning, and teacher collaboration.
Person Responsible	Jill Spence (jill.spence@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	1) All students will take i-Ready Diagnostic three times – August, December and April. 2) The instruction following the diagnostic will compliment what is being taught in the classroom. Students will get relevant instruction with supportive feedback as they progress through the lessons. 3) Standards Mastery tests will be given for each standard with remediation for those who are not proficient. 4) Weekly assessments will be given to students in the intervention groups including, but not limited to, i-Ready assigned lessons, iReady Standards Mastery Assessments targeting specific grade level standards, and teacher generated assessments. 5) All data is tracked using a school-wide data spreadsheet maintained by all teachers and support staff. Data chats are scheduled with grade level teams on a monthly basis to

examine trends and adjust instruction as needed.

Person Responsible   Jill Spence (jill.spence@sarasotacountyschools.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.

On average, 90% of all parents will attend Title I Parent Conferences and provide input.

Our School advisory committee (SAC) involves parents, staff, and community members to make shared decisions for the school.

Community businesses support our academic incentive programs and host family activities throughout the year.

Through our Parent Teacher Organization (PTO), teachers and parents work together to plan family events such as Book Fair, Spring Fling, Movie Night, Trampoline Night, Garage Sale, The Holiday Gift shop and more.

The First Presbyterian Church, Southside Christian Church, The Lakes Community, the YMCA, The Children's Crisis Team, the Community Foundation, and All Faith's Food Bank partner with Brentwood to help us meet the growing needs of students and families. They provide needed supplies, resources, and classroom volunteers.

A Parent Involvement Coordinator is on staff to facilitate continued communication between school and families.
The Parent Involvement Coordinator also coordinates a monthly e-newsletter that parents can access on our website. The newsletter highlight events at school and educates parents with research and information pertaining to their child's academic growth.

The Mind in the Making learning series will be offered to community, families and staff allowing side by side learning.

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.

Research shows that Social Emotional Learning not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, compassion, and empathy), improves student attitudes toward school, reduces conduct problems and reduces depression

and stress among students. Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Through daily school-wide SEL lessons, as well as classroom lessons, students are taught about their feelings and how to respond and cope respectfully. Students watch vignettes and puppet shows about how to respond, then they role play to demonstrate understanding. If students are experiencing emotional dysregulation, teachers recognize proactively that these students need the time and space to self-manage using their calm down strategy. Individual counseling, group counseling, mediation, restorative strategies and referrals to community agencies are some of the ways we would respond to pervasive emotionality.

Teachers recognize proactively that students need to express themselves. This can be done through the use of restorative strategies, peer conflict mediation, through daily self-reflection and referrals to school counseling. A successful education demands that their character be developed as well to be successful citizens who can self-regulate, problem solve and form positive relationships with others.

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

At the end of each school year, students transitioning from preschool to kindergarten are discussed at MTSS/CARE team meetings to plan for their needs at local elementary schools.

Collaboration with the feeder middle school occurs for students with an IEP through the ESE Liaison at each school and the district.

School visits allow transitioning 5th graders to gain knowledge of middle school expectations and have their questions answered.

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.

Student progress will be continually monitored, and individual cases reviewed periodically, to determine progress and the effectiveness of classroom instruction. Through MTSS problem-solving, students who are not making progress will be discussed to determine when more intense interventions are needed.

Title I is a federally funded program designed to address the academic needs of low-performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science, and mathematics. The district coordinates with Title II in ensuring staff development needs are provided. Funds from Title IIA are used for staff training. Professional development activities are provided to improve the knowledge of teachers, principals, and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom through positive behavior support and self-regulation/reflection. Training is provided to ensure all teachers highly qualified.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. Homeless education case managers provide resources (clothing, school supplies, social service referrals) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program provides on-going outreach, training and tutoring.

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Our school counseling program provides programs that incorporate bullying prevention, skills for learning, emotion management, self esteem grief, conflict management, family changes and personal safety. Both intentional and unintentional injury prevention programs are provided.

Free and Reduced Lunch Programs are provided through federal funds.

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

Fifth-grade students are able to learn programs such as Word, PowerPoint, Excel and Publisher through our technology special area. There are opportunities for these students to participate in IC3 Spark for certifications that can be built upon in middle school.

IEP's are written with courses that students are taking that could lead to career and professional education (CAPE) certifications.

Volunteers from First Presbyterian Church assist in technology and arts integration.

Part V: Budget	
Total:	**$116,800.00**