

Polk County Public Schools

# Auburndale Central Elementary School



2018-19 Schoolwide Improvement Plan

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## Auburndale Central Elementary School

320 LEMON ST, Auburndale, FL 33823

<http://schools.polk-fl.net/ace/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Polk 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 is for every learner to reach academic excellence by becoming creative problem solvers and change makers.

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

Our vision is to provide a nurturing environment committed to achieving academic excellence through the use of high yield strategies in preparation for college or career.

### School Leadership Team

#### Membership

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

Name	Title
May, Octavia	Principal
Lott, Sandria	School Counselor
Perez, Emelia	Instructional Coach
Stoquert, Sara	Assistant Principal
Sheppard, Trimeishia	Instructional Coach
Butler, Todd	Other

#### Duties

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

Octavia May: Principal- The principal provides a common vision for the use of data-based decision-making, models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures and participates in adequate professional learning to support MTSS implementation, develops a culture of expectation with the school staff for the implementation of MTSS school-wide, ensures resources are assigned to those areas in most need, and communicates with parents regarding school-based MTSS plans and activities. Provides technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. Ensures safe environment for all stakeholders.

Sara Stoquert: Assistant Principal- Assists the principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, ensures and participates in professional learning, and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, assists with professional development for behavior concerns, assist in facilitation of data-based decision making activities. Ensures safe

environment for all stakeholders.

Mrs. Sheppard: Literacy Coach- Develops, leads and evaluates school core content standards/ programs, identifies and analysis existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provides early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, provides support for assessment and implementation monitoring, and models/coaches teachers in areas that need development (coaching cycle) in order to better meet the students educational needs.

Mrs. Perez: Develops, leads and evaluates school core content standards/programs, identifies and analysis existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provides early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, provides support for assessment and implementation monitoring, and models/coaches teachers in areas that need development (coaching cycle) in order to better meet the students educational needs.

Mrs. Lott: Guidance Counselor- Provides quality services and expertise on issues ranging from program design to assessment, guides and provides intervention with individual students, in small groups and in whole classroom settings, communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Mr. Butler: Reading Interventionist- Analyzes ELA data in order to identify students in need of extra support; uses supplemental resources to increase achievement; meet daily with targeted students; meet with teachers to determine additional needs/improvements of students, and provide small group instruction daily to students in the lowest quartile.

TBA: Math Interventionist- Analyzes math data in order to identify students in need of extra support; uses supplemental resources to increase achievement; meet daily with targeted students; meet with teachers to determine additional needs/improvements of students, and provide small group instruction daily to students in the lowest quartile.

## 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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	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	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**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	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Monday 6/25/2018

**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	17	9	8	2	12	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	5	1	1	0	0	0	0	0	0	0	7
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	8	14	34	0	0	0	0	0	0	0	56

**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	8	23	39	0	0	0	0	0	0	0	70

**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	17	9	8	2	12	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	5	1	1	0	0	0	0	0	0	0	7
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	8	14	34	0	0	0	0	0	0	0	56

**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	8	23	39	0	0	0	0	0	0	0	70

## 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?**

Student attendance is a major focus area. According to the early warning system, 24% of our student population have had less than 90% of days in attendance. This is a trend.

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

Our bottom 25% of students in math for grades 3-5 showed the greatest decline from the prior year.

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

The state math proficiency is at 62%. Our school math proficiency is only at 38%. This was the largest core gap between our school and the state.

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

Our science data showed the most improvement. Our previous year proficiency was at 24% and we are currently at 45% proficiency for the 17-18 SY, which is a 21% gain. This is not a trend.

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

A first grade teacher was placed into a departmentalized 5th grade science unit and we received additional district support. Our students engaged in weekly hands-on labs to help support the focus standards and the science quarterly assessments were used to drive instruction/reteach for students.

### 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	36%	50%	56%	30%	48%	52%
ELA Learning Gains	48%	51%	55%	26%	49%	52%
ELA Lowest 25th Percentile	54%	45%	48%	22%	42%	46%
Math Achievement	38%	58%	62%	40%	54%	58%
Math Learning Gains	44%	56%	59%	32%	52%	58%
Math Lowest 25th Percentile	33%	44%	47%	13%	41%	46%
Science Achievement	45%	53%	55%	35%	46%	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 (0)	0 (17)	0 (9)	0 (8)	0 (2)	0 (12)	0 (48)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (5)	0 (1)	0 (1)	0 (7)
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)	0 (8)	0 (14)	0 (34)	0 (56)

**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	34%	51%	-17%	57%	-23%
	2017	35%	53%	-18%	58%	-23%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	39%	48%	-9%	56%	-17%
	2017	33%	51%	-18%	56%	-23%
Same Grade Comparison		6%				
Cohort Comparison		4%				
05	2018	29%	50%	-21%	55%	-26%
	2017	29%	44%	-15%	53%	-24%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	56%	-22%	62%	-28%
	2017	44%	58%	-14%	62%	-18%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	32%	57%	-25%	62%	-30%
	2017	38%	60%	-22%	64%	-26%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				
05	2018	44%	56%	-12%	61%	-17%
	2017	26%	47%	-21%	57%	-31%
Same Grade Comparison		18%				
Cohort Comparison		6%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	40%	51%	-11%	55%	-15%
	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	17	21	21	3	17	25					
ELL	32	48		32	45	42	10				
BLK	16	18		16	23		20				
HSP	36	58	67	44	51	50	41				
WHT	42	45	60	39	47	18	64				
FRL	37	50	55	37	47	38	43				

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	12	47		16	35	33					
ELL	21	44		40	36						
BLK	16	50		12	21						
HSP	33	51		48	35		33				
WHT	39	50	58	39	48	33	22				
FRL	31	49	47	37	41	42	18				

**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:**

<b>Activity #1</b>	
<b>Title</b>	Student Attendance
<b>Rationale</b>	According to the early warning system, 24% of our student population have had less than 90% of days in attendance.
<b>Intended Outcome</b>	Decrease the number of students who miss 10 or more days during the school year by 20%.
<b>Point Person</b>	Octavia May (octavia.may@polk-fl.net)

**Action Step**

<b>Description</b>	<ul style="list-style-type: none"><li>• We will provide information to parents on the importance of their child’s attendance. Parent will be given this information at the beginning of the school year (open house/ orientation) and two additional times throughout the year.</li><li>• School-wide student attendance incentive program: students will be given monthly incentives for perfect attendance (ex: pizza, treasure box etc.)</li><li>• Parents will be given a raffle ticket for their child having perfect attendance. Raffle tickets will be pulled once every nine weeks to win a local gift card (we will receive support from local businesses to provide the gift cards).</li><li>• Teacher tracking system for their students along with focus attendance reports-if students miss more than three consecutive days call home.</li></ul>
<b>Person Responsible</b>	Octavia May (octavia.may@polk-fl.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	<ul style="list-style-type: none"><li>• Early warning system attendance reports</li><li>• FOCUS reports</li><li>• The number of parents/students participating in incentive/raffles</li><li>• Parent feedback surveys</li><li>• Teacher attendance tracking</li></ul>
<b>Person Responsible</b>	Octavia May (octavia.may@polk-fl.net)

<b>Activity #2</b>	
<b>Title</b>	ELA/Math Proficiency
<b>Rationale</b>	According to our current Spring 2018 FSA data, only 36% of our 3-5 grade students scored at proficiency in the ELA component and only 38% of our 3-5 grade students scored at proficiency in the math component.
<b>Intended Outcome</b>	Increase proficiency in ELA from 36% to 40% and math from 38% to 42%. This will show a 10% increase in each component.
<b>Point Person</b>	Sara Stoquert (sara.stoquert@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"><li>• STAR Reading/Math STAR Early Lit progress monitoring and using results to guide instructional grouping.</li><li>• We will provide parent nights to help inform parents of instructional strategies they can use with their child at home.</li><li>• Schedule push in support (intervention/para) in classrooms during the ELA and Math instructional block.</li><li>• PLC for teachers on best practices, higher order thinking and data analysis for instruction.</li><li>• Instructional coaches will provide coaching cycle/modeling of best instructional practices in classrooms.</li><li>• Administration will conduct daily classroom walkthroughs (learning target/student mastery and lesson delivery focused) and provide feedback to teachers.</li></ul>
<b>Person Responsible</b>	Sara Stoquert (sara.stoquert@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"><li>• STAR Reading/Math STAR Early Lit progress monitoring results.</li><li>• Spring 2018-19 FSA Math and ELA data</li><li>• Parent surveys for effectiveness of parent nights and their use of information provided</li><li>• Schedules and para/intervention sign in sheets.</li><li>• Sign in sheets for PLC/reflection activities for teachers to show use of information they were provided.</li><li>• Instructional coaches coaching cycle reflection forms.</li><li>• Teacher evaluation walk through data</li><li>SAO data points/timeline</li></ul>
<b>Person Responsible</b>	Sara Stoquert (sara.stoquert@polk-fl.net)

<b>Activity #3</b>	
<b>Title</b>	Lowest 25% in Math
<b>Rationale</b>	According to our current Spring 2018 FSA data, the percentage of lowest 25% of students making learning gains in math decreased by 4%, from 37% to 33%.
<b>Intended Outcome</b>	Increase proficiency for the bottom 25% in math from 33% to 37%. This will show a 10% increase in this component.
<b>Point Person</b>	Emelia Perez (emelia.perez@polk-fl.net)

<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>• STAR Math progress monitoring and using results to guide instructional grouping.</li> <li>• We will provide parent nights to help inform parents of instructional strategies they can use with their child at home for math targeting attendance for the parents of the bottom 25% group.</li> <li>• Schedule push in support (intervention/para) in classrooms during the Math instructional block focusing on the bottom 25% students.</li> <li>• PLC for teachers on best practices, higher order thinking and data analysis for instruction.</li> <li>• Instructional coaches will provide coaching cycle/modeling of best instructional practices in classrooms.</li> <li>• Administration will conduct daily classroom walkthroughs (learning target/student mastery and lesson delivery focused) and provide feedback to teachers.</li> </ul>
<b>Person Responsible</b>	Sara Stoquert (sara.stoquert@polk-fl.net)

<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>* STAR Math/Ready Math</li> <li>• Spring 2018-19 FSA Math</li> <li>• Math interventionist in class support, schedules and para/intervention sign in sheets .</li> <li>• Sign in sheets for PLC/reflection activities for teachers to show use of information they were provided.</li> <li>• Instructional coaches coaching cycle reflection forms.</li> <li>• Teacher evaluation walk through data</li> <li>SAO data points/timeline</li> </ul>
<b>Person Responsible</b>	Sara Stoquert (sara.stoquert@polk-fl.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.**

Auburndale Central Elementary builds positive relationships with families to increase involvement by conducting a minimum of three face to face conferences between teachers and parents in order to keep parents informed of their child's progress. Report cards are sent home every 9 weeks and interim reports

are sent home once every 9 weeks. A monthly school-wide newsletter is sent home stating the curriculum each grade level is teaching and other important school-wide information. The mission and vision is stated in the newsletter and is also displayed on a board in the waiting room of the office. We build positive relationships with our families by having a "Family Friendly" office staff. Throughout the year we have family nights that families are invited to attend. During these events we get parents and students involved. Teachers use agendas as daily communication between home and school. The Positive Behavior Support System is also noted in the daily agendas. Parents receive daily behavioral feedback through the agendas. Teachers frequently communicate and document parent phone conferences on a conference log that is submitted to administration.

#### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

Auburndale Central Elementary (ACE) ensures the social-emotional needs of all students are being met by providing the following: counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics.

The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. One of the coping methods we are implementing is the "Drum Beat" program. "Drum Beat" is a program that is an evidence-based social and emotional learning program. To assist with meeting the social and emotional needs our students, the counselor teachers lessons utilizing district provided materials. In addition, the administrators mentor and build a rapport by meeting with parents and students with potential/known issues to encourage proper behavior. Mental Health services are also available when needed through Winter Haven Behavioral Health. Our school also uses CHAMPS and PBIS to support positive behavior.

ACE has joined forces with the United Way Reading PALS, the City of Auburndale, and the local recreation center for mentoring students. Teachers make sure the students feel safe and secure by providing specific strategies to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan activities, collaborative pairs, and Tier plans. ACE is great at providing a support team for the student. The teachers, administration, school psychologist, and guidance counselor work with parents to ensure the students are supported 100%. Students are taught social skills throughout the day and are praised for a job well done to help develop character along with academics.

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

Auburndale Central has two Pre-Kindergarten Head Start classrooms with 18 students each under the supervision of a certified teacher and CDAT. In addition, a Family Service Advocate and a Lead Resource Coach assists the parents, teachers, and CDATs.

Once the preschool student completes the transition to Kindergarten student they take a Early Literacy test.

A Kindergarten readiness skills test is administered to each student and data shared with parents with specific instructions on activities which they may do with their child to improve his/her readiness. Volunteers read with students "Reading Pals Program" twice a week for 30 minutes each session. Data collected is used to differentiate instruction and design activities to fill gaps or provide enrichment in school readiness and socialization.

The guidance counselor dedicates time and materials to assist the Kindergarten students/parents to

make a successful transition into Kindergarten.

Students from the on-campus Head start program are given the opportunity to experience a day of Kindergarten at Auburndale Central prior to the end of the school year.

Parents of preschool and school-aged children are encouraged to attend the numerous parent training opportunities.

Staff Involved: media specialist, guidance counselor, math coach, teacher trainer, para-educators, principal, assistant principal, and kindergarten teachers.

Pre-kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into Kindergarten a smooth process.

Parent feedback is another tool used in evaluating the effectiveness of the Round Up and other parent activities.

Outgoing 5th graders are invited to visit the local middle schools.

Counselors from the middle school come over prior to testing to discuss 5th graders and why students need to focus on learning and becoming proficient in math and reading.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The MTSS Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systematic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extended thinking, refining, and summarizing); and aligned processes and procedures.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development.

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 the purchase of small equipment to supplement education programs. (Ex. Purchase new technology for classrooms.)

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

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

ACE's School Wide  
College and Career Week: 2018-19 Schedule of Events

Daily: Monday-Friday  
There will be a fact read about a college on the morning announcements.

**WEEKLY SCHEDULE:**

**MONDAY:** classes decorate classroom doors in college theme

**TUESDAY:** Teachers bring college paraphernalia from the college they attended to display on their doors (pendants, shirts, etc...)

**WEDNESDAY:** Students parade around campus to look at doors

**THURSDAY:** CAREER DRESS UP DAY

**FRIDAY:** COLLEGE APPAREL DAY/ Great American Teach-in

End of the year award celebrations held for students are always geared and focused with their upcoming high school graduation date posted and included in announcements and conversations. Polk State College is present at the 5th grade end of year celebration to present Academic scholarships to 6 of our students.

Local colleges are invited to participate in orientation at the beginning of the year to share information with students and parents who might be interested in classes themselves (GED, higher education, etc.) We hold a Great American Teach-In with businesses, various industries, and community organizations sharing with our students about themselves, goals, and line of work. All classes visit the different stations and have speakers in their classrooms throughout the day as they learn about possible career opportunities for their future.

We will continue each of these activities for the following school year.

<b>Part V: Budget</b>	
<b>Total:</b>	<b>\$0.00</b>