Carlton Palmore Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD, Lakeland, FL 33803

http://schools.polk-fl.net/carltonpalmore

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	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

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.

Carlton Palmore Elementary is committed to meeting the individual needs of each child, developing responsible citizens, and challenging students to learn, think and perform at their highest level.

Provide the school's vision statement.

Carlton Palmore strives to connect students, parents and teachers by creating a "A Learner Today, A Leader Tomorrow."

School Leadership Team

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

Name	Title
Dardis, Badonna	Principal
Jones, Nikki	Assistant Principal
Baker, Jamie	Instructional Coach
Showers-Coy, Sommer	School Counselor
Maslyn, Jessica	Teacher, K-12
Zimmerman, Ann	Teacher, ESE
	Instructional Coach
Paye, Madison	Instructional Coach

Duties

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

Badonna M. Dardis: 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. Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. The principal also develops, leads, and evaluates school core content standards/programs; identifies and analyzes 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 provide early intervening 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 in order to better meet student educational needs.

Nikki Jones: 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; assists in facilitation of data-based decision making activities.

Madison Paye (Reading Coach): Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated literacy curriculum for students. Roles and responsibilities include: Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Provide follow-up support for professional development in the assigned content area.

Jamie Baker (Math Coach): Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated mathematics curriculum for students. Roles and responsibilities include: Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Provide follow-up support for professional development in the assigned content area.

Ann Zimmerman: This position exists to coordinate educational placement and appropriate services for students with disabilities. The person in this role serves as the LEA (Local Education Agency) representative at staffing meetings and IEP (Individual Education Plan) meetings at the assigned school. Simultaneously, this staff member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.

Sommer Showers-Coy: Provides quality services and expertise on issues ranging from program design to assessment; guides and provides intervention with individual students, in small group, and in whole classroom settings; communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. This position exists to provide a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.

Jessica Maslyn: This position consists of working with students that need enrichment and working

with classroom teachers with students that need ACCEL or enrichment. Assisting the leadership team to review school wide data of our enrichment students is one of the responsibilities of this position as well as identifying students that need to be tested for our gifted program.

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	19	13	10	15	15	0	0	0	0	0	0	0	91
One or more suspensions	11	16	7	6	8	8	0	0	0	0	0	0	0	56
Course failure in ELA or Math	1	2	0	4	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	13	17	13	0	0	0	0	0	0	0	43

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	8	7	4	3	2	3	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	1	0	2	8	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	6	1	8	6	0	0	0	0	0	0	0	0	0	21

Date this data was collected
Tuesday 7/24/2018

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	3	18	7	14	9	13	0	0	0	0	0	0	0	64
One or more suspensions	9	1	10	18	10	8	0	0	0	0	0	0	0	56
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	21	15	20	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	1	6	2	11	5	13	0	0	0	0	0	0	0	38

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	3	18	7	14	9	13	0	0	0	0	0	0	0	64
One or more suspensions	9	1	10	18	10	8	0	0	0	0	0	0	0	56
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	21	15	20	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	1	6	2	11	5	13	0	0	0	0	0	0	0	38

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?

The component that performed the lowest was our bottom 25% making gains in math, 31% of the bottom 25% made gains in math. The next component that performed low was the bottom 25% in reading, 43% of this subgroup made learning gains in ELA.

Which data component showed the greatest decline from prior year?

The greatest decline was in the gains of our bottom 25% in math. This subgroup made 58% gains in the 2017 school year and they made 31% gains in the 2018 school year. This is a drop of 27% in learning gains for our bottom 25% in math.

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

The biggest gap was in the gains of our bottom 25% in math. We have a gap of 16%, with the state at 47% and the school reporting 31% learning gains in the bottom 25% in FSA math.

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

We are showing a trend in gains in our proficiency levels in reading and math. From the 2016 FSA data to the 2017 FSA data we made a gain in proficiency by 1% in reading and 3% in math. We made gains in our proficiency levels in the 2018 FSA data as well, with a 1% gain in reading from the 2017 FSA ELA

data and a 2% gain in our math proficiency. Therefore, we increased our ELA proficiency from 51% in 2016 to 53% in 2018, and we increased our Math proficiency from 55% in 2016 to 60% in 2018.

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

The focus for the past two years has been to teach to the rigor of the Florida Standards and ensure that the student task matched the complexity level of the Florida Standards. We ensured this through professional development and weekly collaborative planning. We used weekly data to drive instruction.

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%	50%	56%	51%	48%	52%
ELA Learning Gains	53%	51%	55%	52%	49%	52%
ELA Lowest 25th Percentile	43%	45%	48%	30%	42%	46%
Math Achievement	60%	58%	62%	55%	54%	58%
Math Learning Gains	54%	56%	59%	65%	52%	58%
Math Lowest 25th Percentile	31%	44%	47%	36%	41%	46%
Science Achievement	63%	53%	55%	66%	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	19 (3)	19 (18)	13 (7)	10 (14)	15 (9)	15 (13)	91 (64)
One or more suspensions	11 (9)	16 (1)	7 (10)	6 (18)	8 (10)	8 (8)	56 (56)
Course failure in ELA or Math	1 (0)	2 (0)	0 (0)	4 (0)	0 (0)	0 (0)	7 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (21)	17 (15)	13 (20)	43 (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	60%	51%	9%	57%	3%
	2017	48%	53%	-5%	58%	-10%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	55%	48%	7%	56%	-1%
	2017	60%	51%	9%	56%	4%
Same Grade Comparison		-5%				
Cohort Comparison		7%				
05	2018	44%	50%	-6%	55%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	50%	44%	6%	53%	-3%
Same Grade Comparison		-6%				
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	56%	4%	62%	-2%
	2017	57%	58%	-1%	62%	-5%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	63%	57%	6%	62%	1%
	2017	59%	60%	-1%	64%	-5%
Same Grade Comparison		4%				
Cohort Comparison		6%				
05	2018	52%	56%	-4%	61%	-9%
	2017	54%	47%	7%	57%	-3%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	51%	8%	55%	4%
	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	3	33	38	12	18	19	60				
BLK	28	43	38	36	41	13	15				
HSP	59	50		64	53		68				
WHT	63	62	54	70	61	40	81				
FRL	45	47	36	50	49	28	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	7	30	38	7	43	50	20				
ELL	29			57							

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
BLK	35	67	75	43	70	69	31				
HSP	58	68		68	75		69				
WHT	60	56	20	62	57	46	68				
FRL	38	56	50	50	64	54	54				

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	Through flexible, differentiated small group instruction we will increase ALL student academic growth in reading and math, with a focus on our bottom 25% making learning gains on the 2019 Reading and Math FSA assessments.
Rationale	The decrease in our overall learning gains for reading and math, as well as the decrease in the percentage of the bottom quartile of our student population making learning gains. We decreased in overall ELA learning gains, by 8%; with 61% of our student population making learning gains in 2017 and 53% making learning gains in 2018. The bottom quartile of our student population in reading decreased in learning gains by 5% (47% in 2017 and 43% in 2018). The largest decreases in growth was evident in our math data. We noted significant decreases in our overall math gains, with a decrease of 12% (66% gains in 2017 and 54% in 2018). The bottom quartile of students in math decreased in gains by 16%; with 58% making learning gains in 2017 and 31% making learning gains in 2018.
Intended Outcome	Individual students' math and reading standard deficiencies will be taught during flexible, differentiated small group instruction in order to improve their academic knowledge in math and reading to ensure individual academic growth of all students resulting in gains in math and reading.
Point Person	Badonna Dardis (badonna.dardis@polk-fl.net)
Action Step	
Description	Professional Development on Core Actions in math and reading set forth in L.S.I. (Learning Science International). Digging into individual student data and finding the true deficiency/cause of learning needs and how to address those needs in flexible, differentiated small group instruction in both math and reading.
Person Responsible	Badonna Dardis (badonna.dardis@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Monitor student artifacts and addressing data monthly with the teachers during Professional Learning Communities. Observing and monitoring flexible, differentiated small groups by administration and coaches with evidence of student learning and student tasks.
Person Responsible	Badonna Dardis (badonna.dardis@polk-fl.net)

Polk - 0061 - Carlton Palmore Elem. School - 2018-19 SIP

Carlton Palmore Elementary School

Activity #2	
Title	Through the "Leader in Me" initiative of creating individual student data notebooks and setting monthly individual learning goals, we will increase ALL student learning gains on the 2019 Math and Reading FSA assessments.
Rationale	The decrease in our overall learning gains for reading and math, as well as the decrease in the percentage of the bottom quartile of our student population making learning gains. We decreased in overall ELA learning gains, by 8%; with 61% of our student population making learning gains in 2017 and 53% making learning gains in 2018. The bottom quartile of our student population in reading decreased in learning gains by 5% (47% in 2017 and 43% in 2018). The largest decreases in growth was evident in our math data. We noted significant decreases in our overall math gains, with a decrease of 12% (66% gains in 2017 and 54% in 2018). The bottom quartile of students in math decreased in gains by 16%; with 58% making learning gains in 2017 and 31% making learning gains in 2018.
Intended Outcome	Students, along with their teachers, will regularly analyze evidence of their individual student progress. Students will track their progress on math and reading assessments and assignments, analyze their errors for patterns, and describe what they see in the data about their current level of performance. The students will set individual goals each month based on the new data coming in each month. The students themselves will take ownder ship of their learning by identifying, analyzimg, and using the data from their learning, they become active agents in their own growth. They set personal goals informed by data they understand, and they own those goals. By setting goals and being involved in their learning they will begin to make growth because they have analyzed and understand what it is they need to learn "next" to meet the requirement of the standard.
Point Person	Badonna Dardis (badonna.dardis@polk-fl.net)

Action Step	
Description	Professional development in student driven data instruction and how to assist students in driving their own learning through the data. Leader in me professional development on how to set-up student data notebooks and how students use their data to drive their learning and set learning goals. Professional Development on "Growth Mindset" and how the data notebooks can assist students with the "Growth Mindset". Data chats between administration and teachers, and teachers and students on setting monthly instructional and learning goals.
Person Responsible	Badonna Dardis (badonna.dardis@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Monthly monitoring of the student and teacher data notebooks with data and goals noted. How instruction and learning changed using data through obervations by administration and coaches. Notes from walk-throughs in Leadership meeting notes and on Journey (our teacher evaluation system).
Person Responsible	Nikki Jones (nikki.jones@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.

Carlton Palmore Elementary builds positive relationships with families to increase involvement by conducting 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. Every other month beginning in October, a 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 the wall in the main entrance to the campus. We build positive relationships with our families by having a "Family Friendly" office staff. Once a month we
have a "CPE events" 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 turned into administration every semester.

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.

Carlton Palmore Elementary (CPE) 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. Teachers and administration provide counseling also when time permits. Mental Health services are also available when needed through Lakeland Behavioral Health.
CPE has become a Leader in Me school and we incorporate the 7-Habits of Happy Kids into our leadership curriculum. We have relationship building "Monday Morning" class meetings and on early release days once a month we buddy read with older students mentoring younger students. Teachers make sure the students feel safe and not insecure by providing specific strategies and lesson on the 7-Habits to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan, collaborative pairs, and Tier plans. CPE is great at providing a support team for the individual student. The teachers, administration, school psychologist, and guidance counselor work with parents and ensure the students are supported 100%. Students are taught social skills by imbedding the 7-Habits throughout the day and students 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.

• Kindergarten Round-up is held in April every year. This is a time for parents to come and enroll their children for Kindergarten.

• We host a Patriot Preview in April for all parents of incoming Kindergarten students. At our preview our Administration introduces each Kindergarten teacher. The Kindergarten teachers narrate a slide show that provides parents with a great overview of our curriculum, school, and a day in the life of a kindergarten student. Parents are provided with brochures and other information about resources available in Polk County. Kindergarten expectations are explained and parents are given sample activities to work with their children ensuring a smooth transition from early childhood programs to elementary school programs.

• Two ESE PRE-K programs and one VPK program.

• Within the first thirty days of school, the Florida Kindergarten Readiness Screening (FKLRS) is administered by Kindergarten Teachers. Students will also be assessed using the Florida Assessments for Instruction in Reading (FAIR). The results from FKLRS and FAIR are analyzed to group students according to specific skills in order to meet the individual needs of students. Students, who are identified by Child Find with special needs, participate in the ESE Pre-K program in order to provide service to students with low readiness rates.

• Parents of outgoing 5th graders are invited to the local middle schools to an orientation and the 5th graders go on a field trip to the local middle schools prior to matriculation to 6th grade.

• The strings teacher teaches at our school and at the middle school.

• Guidance Counselors from the middle school come over prior to testing to discuss middle school options with the 5th graders and why they 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/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

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.

**Services are provided to ensure students requiring additional remediation are assisted through afterschool
programs. The district coordinates with Title II and Title III in ensuring staff development.
**Migrant Liaison provides services and support to students and parents. The liaison coordinates with
**District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
**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.)
**Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
**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)
**The district coordinates funds to provide summer school for Level 1 readers.
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.

N/A

Part V: Budget	
Total:	**$8,500.00**