C. A. Weis Elementary School

2018-19 Schoolwide Improvement Plan

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C. A. Weis Elementary School

2701 N Q ST, Pensacola, FL 32505

www.escambiaschools.org

School Demographics

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

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

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

School Board Approval

This plan is pending approval by the Escambia 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.

Uniting our school, families, and community for shared success and well-being.

Provide the school's vision statement.

C. A. Weis Elementary is a beacon of hope, deeply rooted in compassionate partnerships that are relevant to the growth of our students and community's well being.

School Leadership Team

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

Name	Title
Magee, Holly	Principal
Ballard, Merry	Teacher, K-12
Cross, Shannon	Assistant Principal
Cook, Dawn	Teacher, K-12
Merritt, Gabrielle	Teacher, PreK
Henderson, Jenna	Teacher, K-12
Mcmillan, Emily	Teacher, K-12
Cothran, Laurie	Assistant Principal
Speed, Cindy	Teacher, K-12
Clay, Whitney	Teacher, K-12
Habib, Alexandria	Teacher, K-12
Langford, Jodie	Teacher, K-12
Okrochkov, Jamie	Teacher, K-12
Hurd, Jeannette	Other
Stephenson, Megan	Other

Duties

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

Principal/Assistant Principal/Curriculum Coordinator/Guidance Counselor: Provide common vision for the use of data-based decision making ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the school staff, and communicates with parents regarding school-based RtI plans and activities. Collaborate with members and organizations within our community to build relationships with our students' families and provide resources essential to meeting the needs of our students to increase participation, health, and safety.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II

interventions, and integrates Tier I materials/instruction with Tier II/III activities.
ESE Teacher: Participates in the Tier process to provide support and offer strategies to the general education teacher. Communicate the needs of their students to the administrative staff to create an atmosphere of support and well-being.

Curriculum Coordinator/Instructional Coach: Identify systematic patterns of each student's needs while
working with district personnel to identify appropriate evidence-based interventions and strategies, assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

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	11	3	8	6	6	0	0	0	0	0	0	0	34
One or more suspensions	0	13	16	14	18	22	0	0	0	0	0	0	0	83
Course failure in ELA or Math	0	12	12	27	20	17	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	16	23	44	0	0	0	0	0	0	0	83

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	6	4	18	22	26	0	0	0	0	0	0	0	76

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	3	16	2	16	2	0	0	0	0	0	0	0	0	39
Retained Students: Previous Year(s)	0	0	1	6	4	5	0	0	0	0	0	0	0	16

Date this data was collected
Wednesday 8/22/2018

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	5	17	19	38	12	18	0	0	0	0	0	0	0	109
One or more suspensions	0	13	14	21	22	27	0	0	0	0	0	0	0	97
Course failure in ELA or Math	0	13	19	45	38	47	0	0	0	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	23	32	42	0	0	0	0	0	0	0	97

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	8	15	41	32	50	0	0	0	0	0	0	0	146

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	5	17	19	38	12	18	0	0	0	0	0	0	0	109
One or more suspensions	0	13	14	21	22	27	0	0	0	0	0	0	0	97
Course failure in ELA or Math	0	13	19	45	38	47	0	0	0	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	23	32	42	0	0	0	0	0	0	0	97

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	8	15	41	32	50	0	0	0	0	0	0	0	146

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?

ELA proficiency school wide performed the lowest at 18% school wide. The 5th grade proficiency was at the lowest at 8%. This is a trend for Weis in 5th grade. Each year, the proficiency increases but not at the acceleration needed to be considered appropriate. Our ELA learning gains continue to be low at 33%.

Which data component showed the greatest decline from prior year?

Both our ELA and Math Lowest quartile declined by 20 points. ELA went from 72% LQ making learning gains to 52% and Math went from 62% LQ making learning gains to 42%.

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

ELA proficiency has the biggest gap between the state average of 56% and Weis at 18%

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

Science proficiency increased the most from 21% to 42%. Second is ELA proficiency from 14% to 18%, still extremely low.

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

For science, having a teacher who created a science plan that embraced the standards through both hands on, real life experiences as well as traditional learning and who had true authentic relationships with her students made the difference. Students loved science class. There was also more of a push to make sure science is an important subject and must be taught to fidelity in earlier grade levels.

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	18%	49%	56%	11%	46%	52%
ELA Learning Gains	33%	46%	55%	30%	46%	52%
ELA Lowest 25th Percentile	52%	40%	48%	44%	43%	46%
Math Achievement	27%	55%	62%	16%	52%	58%
Math Learning Gains	46%	57%	59%	28%	50%	58%
Math Lowest 25th Percentile	42%	48%	47%	26%	43%	46%
Science Achievement	43%	55%	55%	13%	51%	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 (5)	11 (17)	3 (19)	8 (38)	6 (12)	6 (18)	34 (109)
One or more suspensions	0 (0)	13 (13)	16 (14)	14 (21)	18 (22)	22 (27)	83 (97)
Course failure in ELA or Math	0 (0)	12 (13)	12 (19)	27 (45)	20 (38)	17 (47)	88 (162)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (23)	23 (32)	44 (42)	83 (97)

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	24%	52%	-28%	57%	-33%	
	2017	14%	59%	-45%	58%	-44%	
Same Grade Comparison		10%					
Cohort Comparison							
04	2018	20%	51%	-31%	56%	-36%	
	2017	17%	49%	-32%	56%	-39%	
Same Grade Comparison		3%					
Cohort Comparison		6%					
05	2018	9%	44%	-35%	55%	-46%	
	2017	6%	47%	-41%	53%	-47%	
Same Grade Comparison		3%					
Cohort Comparison		-8%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2018	33%	54%	-21%	62%	-29%	
	2017	27%	54%	-27%	62%	-35%	
Same Grade Comparison		6%					
Cohort Comparison							
04	2018	23%	58%	-35%	62%	-39%	
	2017	30%	54%	-24%	64%	-34%	
Same Grade Comparison		-7%					
Cohort Comparison		-4%					
05	2018	23%	52%	-29%	61%	-38%	
	2017	22%	50%	-28%	57%	-35%	
Same Grade Comparison		1%					
Cohort Comparison		-7%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2018	40%	55%	-15%	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	2	26	30	9	31	36	17				
BLK	18	32	46	26	45	39	36				

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
MUL	9			9							
WHT	17			42							
FRL	18	35	57	27	49	50	44				
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		24		9	24		8				
BLK	11	46	70	25	51	63	22				
WHT	21	42		36	55						
FRL	14	48	78	27	51	67	23				

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	ELA proficiency
Rationale	Weis is well below the state average in ELA proficiency. As we do make small gains in proficiency each year, we must accelerate our rate of growth in order to close the gap. (2015 11% proficient, 2016 14% proficient, 2017 18%) We must increase the opportunities and expectations of our students reading text at a more rigorous level and building knowledge through non fiction text. We also must ensure that during the ELA block, rigorous material is available as well as opportunities for remediation. Remediation must be addressed for only those students who actually need remediation and are identified as such by the academic data gathered. Teachers must feel confident in the materials they are using and follow with fidelity and a level of ease.
Intended Outcome	Weis will increase on the 2018 FSA ELA overall proficiency rate by 10%
Point Person	Holly Magee (hmagee@escambia.k12.fl.us)

Action Step	
Description	1. Increase the number of nonfiction text in the school media center for all grade levels 2. Utilize Junior Great Books for a complete set of complex engaging text with a teacher plan specified for use in all grades, including professional development on appropriate utilization of resource. 3. Increase classroom libraries for grades 2nd through 5th including more engaging and complex text including more non-fiction. 4. Professional development opportunities for teachers in the area of complex text, vocabulary and components of small group and whole group ELA, and Daily 5 components during the school day and after the school day. 5. Providing reading easels for 3rd-5th grade classrooms to assist with quality small group instruction and management of the remediation materials and charts needed for differentiated groups. 7. After school tutoring for targeted 3rd-5th grade students utilizing IREADY, Ready, and STAR 8. Additional small group instruction by a tutor(s) with targeted 3rd-5th grade during school day on focus skills based on IREADY and STAR data. 9. Extended time for grade level teacher teams to participate in guided in depth planning for units in the area of ELA with reading intervention teacher and reading support staff. 10. Professional development books on Tyner for teachers to be housed in the professional library. 11. Weekly walk throughs utilizing carbon copy paper created as the school "look for" paper in order to leave immediate teacher feedback. 12. Summer professional development (4 days @ 5 hours per day) "Weis Academy" for teachers covering areas of whole and small group instruction, complex text, vocabulary strategies, technology rich lessons and/or authentic engagement strategies for teachers.
Person Responsible	Holly Magee (hmagee@escambia.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Weekly walk throughs focusing on components of ELA block. Monitoring of AR books that students are checking out and taking tests on to ensure that students are reading rigorous text. Tracking of data through STAR 360 and other assessments.

Person Responsible	[no one identified]

Activity #2	
Title	Math Proficiency
Rationale	Weis proficiency remains well below the state average of 62%. The proficiency continues to grow at the school, but not at the accelerated rate needed to close the gap. Weis 3 year data in math proficiency was 2015 16%, 2016 26%, and 2017 27%.
Intended Outcome	Weis will increase math proficiency by 10 percentage points as evident on the 2018 FSA.
Point Person	Holly Magee (hmagee@escambia.k12.fl.us)

Action Step	
Description	1. Support teachers during instructional planning to ensure lessons are aligned within with standards limitations and at the level of rigor required for the Florida Standards Assessment through extended planning times and bringing in experts in the area to offer further development of skills. 3. After school tutoring for targeted 3rd-5th grade students utilizing IREADY, READY and STAR 5. Additional small group instruction by a tutor(s) during school day for focus skills based on STAR and IREADY data
Person Responsible	Holly Magee (hmagee@escambia.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Weekly walk throughs focusing on components of math block. Tracking of data through STAR360 and other assessments.
Person Responsible	Holly Magee (hmagee@escambia.k12.fl.us)

Activity #3	
Title	Trauma Responsive School
Rationale	Trauma responsive strategies foster authentic relationships between students and teachers and amongst staff. Teachers are equipped with knowledge and strategies focusing on lagging skills and regulation to truly see behavior changes vs. consequences. The strategies also help students learn to regulate when needed and take control. It allows for classroom environments to facilitate students success and decrease time out of the classroom or school. In addition to students regulation, trauma informed practices foster self-care and regulation of teacher emotions who often feel the stress of the secondary trauma from their students.
Intended Outcome	Lower number of discipline referrals by 25%. Lower the number of Out of school suspensions and time out of class by 25%. Increase the skill of teachers to handle students who enter school with trauma. Increase self-care strategies for teachers dealing with second hand trauma. This will also assist with the attrition rate of the teachers at Weis.
Point Person	[no one identified]

Action Step	
Description	1. Provide a regulation/calming room for students who need to regulate in order to be able to remain at school without disrupting the entire environment of learning with the goal of re-regulation and integrate back into the class. This room will be equipped with research based equipment that has proven success with dysregulated students. This will help the students learn to regulate themselves and allow them to integrate back into the classroom quicker with little loss of instructional time. This is also a proactive approach to behavior issues that could lead in disruptive classrooms for all students or incidents of OSS.
	2. Provide professional development opportunity through a book study of Help for Billy and the online Trauma academy for teachers by Heather Forbes.
	3. Professional development day with Heather Forbes, and expert in the field of Trauma informed schools and Co Author of "Help for Billy and creator of the online academy at Weis.
	4. Break kits that include 8 research based regulation/sensory tools for the classroom areas called "safe zones" which every classroom will utilize. These tools are for students who need time to regulate within the classroom and prevent removal from class.. These safe zones are what used to be "time out" areas but now focus on regulation vs. punitive consequences.
	5. Substitutes for The trauma leadership team to work with the teachers struggling or resisting the needed strategies for a trauma responsive classroom. This will include coaching from the trauma leadership team for teachers and coverage of classes for teachers to build the authentic relationships for academic success using the researched based strategies shared during the coaching sessions.
	6. Extended planning time for Trauma Leadership team to break down behavioral data, identify trends and problem areas, and target teachers, students or classrooms that need more intervention
Person Responsible	[no one identified]

Plan to Monitor Effectiveness	

Description	Behavioral data collected school wide Increase of students time in class. Attendance data
Person Responsible	[no one identified]

Activity #4	
Title	Parental Engagement in student academic success
Rationale	In the area integration of knowledge, our students are very low. We need to increase the appropriate practices and opportunities at outside the school with parents and students in order to get to our students to the application level. We also need to equip our families with the means of practicing basic skills in the areas needed for students growth. As evident in our second community assessment, our parents shared that they need assistance in "how to help their children at home"
Intended Outcome	Increase the skill base and knowledge of our families to work with their students outside of the school doors which in turn will increase student academic performance in foundations and ability to apply knowledge to solve problems in ELA and Math. Increase the amount of trust families have within the school through positive experiences
Point Person	[no one identified]
Action Step	
Description	1. Three family learning nights where parents and grade level teacher teams are working on targeted skills and instructional materials to use outside of the school for grades K-5 2. FSA informational evening for parents in grades 3-5 3. Teachers will complete positive call logs each month. Two calls per week as well as 3 Thank you cards per month.
Person Responsible	Holly Magee (hmagee@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Participation sign in sheets of families participating in learning nights Survey of families on effectiveness of implementation of learning night material at home.
Person Responsible	Holly Magee (hmagee@escambia.k12.fl.us)

Activity #5	
Title	Science proficiency
Rationale	Weis science proficiency has increased but needs to continue in that trend. It still is below the state average. Science will become more of a focus for grades K-4 so that students are better prepared by the time that they get into 5th grade.
Intended Outcome	Science proficiency for Weis will be at or above the state average.
Point Person	Holly Magee (hmagee@escambia.k12.fl.us)
Action Step	
Description	1. Teachers will utilize study island for independent science practice based on the state standards. 2. Teachers will utilize the hands on activities for the designated science curriculum.
Person Responsible	Holly Magee (hmagee@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Monitoring will take place from admin on time on study island for science. State standards will be monitored on the statewide assessments.
Person Responsible	[no one identified]

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.

Parent Involvement will be emphasized in all areas at C. A. Weis Elementary School. A survey will be conducted to gather pertinent information to contact parents and schedule volunteer opportunities.
Parents will be invited to attend all activities through the call out messenger system and fliers sent home with students. Specific grade level students will be inviting parents to attend Positive Behavior Support activities while other parents are scheduled to volunteer. Parents will be invited to school musicals each month.
School Advisory Council member parent nominations were sent home with each student. SAC meetings are held at least four times a year.
Title 1 meetings are held throughout the school year. Parents are invited and provided an agenda for those meetings.
Teachers and administrators contact parents with positive phone calls frequently as well as thank you cards to families.

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.

C.A. Weis is a Positive Behavior School where positive behaviors are acknowledged on an ongoing basis for both students and staff. We currently have 72 mentors that come into the school and mentor one on one with students. We also have school-based counseling available for all students. Many of our students also utilize our behavioral health counselor. Each classroom has social skills time in their room first thing each morning, including the community meeting and a social skills lesson. We have a full-time head start advocate which is also utilized to support families with students younger than school-aged. This provides home visitors, early education resource teachers, social workers, and school connections. Our students have access to professionals such as school psychologists, counselors, and social workers as well as a school nurse and health technician who provide support services to students in need. Weis also has a backpack program sponsored by a community partner. This program feeds approximately 300 children each weekend. Weis is a Community School which offers wrap-around services for students, families, and community . The school currently has a Community School Director that helps with the needs of families. Weis has a pediatrician's office in order to assist with health and wellness for our students and families and a health coordinator to assist in connecting families with resources in the community. In addition, Weis has a parent resource in the form of a post-doctoral student on staff to assist in parent education opportunities and an after school coordinator to connect day school with our after school program. A parent leadership committee that meets monthly made up of parents and community members, a data committee that meets monthly looking at extended data for the community, and food committee that meets to create ideas and gather resources for our families.

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

Volunteer Pre-Kindergarten (VPK) are established at C. A. Weis Elementary School. VPK provides educational services to three and four year old children during a full school day within the school. We will work with VPK and Headstart program to provide pre-kindergarten student an opportunity to visit kindergarten classroom and tour the school prior to the end of the school year. During the first nine weeks, kindergarten teachers will conference with parent on expectation and curriculum for the upcoming year.

CA Weis is now in the implementation stage of Community School. This process will include offering wrap around services for everyone that is part of the Weis Community.

Community School provides
Health and Wellness Cottage staffed with a physician for families of Weis (well baby, sick visits)
Health Coordinator to help link families with resources to assist in needs.
After School Program Coordinator to assist in building and implementing after school care for students and parenting classes for parents
Community School Director to increase resources available to parents and families at Weis.
Parent Coordinator connect and engage parents in opportunities to better their family.
Behavioral Health Counselor from Childrens Home Society

Family Resource Activities Model in Early Education (F.R.A.M.E.)/Title 1 personnel is housed at C. A. Weis Elementary School.
The FRAME program provides:
Home Visitors
Registered Nurse
Family Counselor
Family Activity Bus

Including a family program that brings together adult/parents and their children providing:

Adult Literacy
Parenting Education
Interactive Literacy Activities (Parent & Child)
Early Childhood Education

The Title I/Head Start Collaborative for the Escambia County School District is committed to providing a developmentally appropriate early childhood program for Head Start children to enhance their learning, growth, and development, and to provide experience and training for parents which will extend the learning environment from school to home and enhance the quality of family life.

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

The school has designated members of the leadership team which include administration, teachers from a variety of areas, support staff, such as coaches (instructional and behavior) . This team meets on a monthly basis to disaggregate data and asses needs of the school. Through that process, coaches focus their attention in the areas needed.

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

NA at this time.

Part V: Budget	
Total:	$241,870.00