

Escambia County School District

Warrington Elementary School



2018-19 Schoolwide Improvement Plan

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Warrington Elementary School

220 N NAVY BLVD, Pensacola, FL 32507

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	74%

School Grades History

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

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.

Provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation that will allow all students to be life-long learners.

Provide the school's vision statement.

Warrington Elementary stands out in the community simply due to its location on Navy Boulevard. Our vision is that we would also stand out in our community as a positive and well respected learning environment that supports our students, families, and the community at large.

School Leadership Team

Membership

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

Name	Title
Rose, Timothy	Principal
Harris, Angie	Assistant Principal
Christopher, Anna	Teacher, K-12
Bunch, Michele	School Counselor
Harvey-Thomas, Sylvia	Other
McEachern, Brianna	Teacher, K-12
Ribaudo, Elizabeth	Teacher, K-12
Sides, Paula	Instructional Coach

Duties

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

The School-Based Leadership Team works effectively to gather information regarding all processes in place, including the SIP, MTSS and PBIS process.

Instructional Leaders provide information about the core curriculum as well as grade level ideas, concerns, and questions to the team. There is representation from all areas of the campus (K-2, 3-5, PK, ESE, special area, Administration, PBIS)

Following each assessment period, the team meets to discuss data and explore next steps for individual students, classrooms, and grade levels.

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	11	28	20	32	17	14	0	0	0	0	0	0	0	122
One or more suspensions	1	11	14	14	8	5	0	0	0	0	0	0	0	53
Course failure in ELA or Math	0	1	3	18	6	5	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	12	14	16	0	0	0	0	0	0	0	42

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	5	9	19	12	11	0	0	0	0	0	0	0	56

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	1	0	12	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	0	0	5	4	1	0	0	0	0	0	0	0	10

Date this data was collected

Wednesday 7/25/2018

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	11	14	16	10	10	0	0	0	0	0	0	0	61
One or more suspensions	5	5	7	7	57	10	0	0	0	0	0	0	0	91
Course failure in ELA or Math	0	1	4	7	2	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	16	33	25	0	0	0	0	0	0	0	74

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	5	7	7	10	10	0	0	0	0	0	0	0	39

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	11	14	16	10	10	0	0	0	0	0	0	0	61
One or more suspensions	5	5	7	7	57	10	0	0	0	0	0	0	0	91
Course failure in ELA or Math	0	1	4	7	2	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	16	33	25	0	0	0	0	0	0	0	74

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	5	7	7	10	10	0	0	0	0	0	0	0	39

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 scores were low in all grades tested (3rd, 4th, 5th) with FSA last year. Proficiency levels went down by 1 (from 26% to 25%), Learning gains stayed the same (27%), and Lowest 25th percentile scores increased slightly but remain low (from 27% to 36%).

Which data component showed the greatest decline from prior year?

School-wide for FSA tested grades, Math Lowest 25th percentile combined 3rd, 4th and 5th grade scores showed the greatest decline (from 50% to 32%).

When looking at individual grade level comparisons, ELA achievement scores in 3rd grade had the greatest decline (from 39% to 19%).

Over the last 4 years, achievement levels in ELA school-wide have trended down (from 32% to 29% to 26% to 25%)

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

When compared to the state average, the biggest gap was seen with school-wide ELA achievement scores (from 56% to 25%) and ELA Learning Gains (from 55% to 27%).

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

Math achievement scores showed the most improvement (from 28% to 41%). All 3 tested grades improved in math achievement scores. Fifth Grade ELA and math showed the most improvement by a single grade level (from 9% to 29% in ELA and from 17% to 37% in math). School-wide achievement levels and Learning gains both show an upward trend when the data is observed over the past 3 years, after taking a significant drop in the 2015/2016 school year (from 27 to 28 to 41 in achievement and 17 to 44 to 50 in learning gains).

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

Teachers worked with District members of the ELA, Math, and Science departments to integrate content rich text into the ELA block, including the use of Science, implement the use of more non-fiction reading material overall, and plan and structure math whole and small group lessons based on data review. Teachers also planned together across grade levels in math to ensure more uniform adherence to the district pacing guides.

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	25%	49%	56%	29%	46%	52%
ELA Learning Gains	27%	46%	55%	28%	46%	52%
ELA Lowest 25th Percentile	36%	40%	48%	29%	43%	46%
Math Achievement	41%	55%	62%	27%	52%	58%
Math Learning Gains	50%	57%	59%	17%	50%	58%
Math Lowest 25th Percentile	32%	48%	47%	29%	43%	46%
Science Achievement	49%	55%	55%	35%	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	11 (0)	28 (11)	20 (14)	32 (16)	17 (10)	14 (10)	122 (61)
One or more suspensions	1 (5)	11 (5)	14 (7)	14 (7)	8 (57)	5 (10)	53 (91)
Course failure in ELA or Math	0 (0)	1 (1)	3 (4)	18 (7)	6 (2)	5 (0)	33 (14)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (16)	14 (33)	16 (25)	42 (74)

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	19%	52%	-33%	57%	-38%
	2017	39%	59%	-20%	58%	-19%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2018	20%	51%	-31%	56%	-36%
	2017	24%	49%	-25%	56%	-32%
Same Grade Comparison		-4%				
Cohort Comparison		-19%				
05	2018	29%	44%	-15%	55%	-26%
	2017	9%	47%	-38%	53%	-44%
Same Grade Comparison		20%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	36%	54%	-18%	62%	-26%
	2017	33%	54%	-21%	62%	-29%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	49%	58%	-9%	62%	-13%
	2017	29%	54%	-25%	64%	-35%
Same Grade Comparison		20%				
Cohort Comparison		16%				
05	2018	37%	52%	-15%	61%	-24%
	2017	17%	50%	-33%	57%	-40%
Same Grade Comparison		20%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	45%	55%	-10%	55%	-10%
	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	10	21		10	21						
BLK	15	26	32	24	46	29	29				
WHT	44	29		65	52		90				
FRL	25	28	36	40	49	32	50				
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	4	16	25		30	36					
BLK	10	27	29	14	40	50	12				
WHT	45	33		48	55		9				
FRL	26	27	29	27	42	52	11				

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
Rationale	<p>Student achievement in grades 3-5, showed a continued decline in 2018. When broken down by grade level, both 3rd and 4th grade showed a decline, and even though 5th grade students made gains, they are still considerably low, at only 29% proficient. It is evident that more needs to be done in K, 1st, and 2nd grade to help insure student success in later grades. Efforts must be made to move students in those primary grades to become more confident and fluid readers so that they are able to make the transition from learning to read to reading to learn. Students in tested grades must be examined to determine the most significant deficits in ELA and efforts must be made to target those deficits and correct the problem, making students better, more confident and successful readers.</p>
Intended Outcome	<p>Increase student ability in reading in the primary grades and monitor that progress into and throughout the remaining years in elementary to ensure that gaps in student understanding/knowledge are identified, targeted, and re-mediated. Students entering 3rd grade must be able to trust themselves to read fluently as opposed to reading individual words. They must be ready to read to learn upon entering 3rd grade, which means that the transition from learning to read has to happen sooner than is currently happening. By targeting instruction at the individual level and by pushing students to read more through such programs as Accelerated Reader, students will become better readers sooner.</p>
Point Person	Timothy Rose (trose@ecsdfl.us)
Action Step	
Description	<p>Provide Jr. Great Books for 2nd, 3rd, 4th, 5th grade students and Jr. Great Books Professional Development for teachers.</p> <p>Provide after school tutoring for 2nd, 3rd, 4th, and 5th grade students for additional support in ELA skills. Students will use iReady as a technology supplement during small group centers to target weak or missing skills from previous grades. Teachers will receive Professional Development for iReady.</p> <p>Thinking Maps will be used by students to give them a platform to organize/structure their reading. Teachers will receive Binders and Professional Development in Thinking Maps. Parent training twice per grading period provided by teachers that will occur on Saturday. Each Saturday will be a 2 hour session that will include specific training to parents on how they can work with their child in ELA content such as read-a-loud, sight word practice and vocabulary building.</p> <p>Core content class library sets featuring fiction and non-fiction books for all grade levels. Provide Tech Assistants to assist classroom teachers during small groups to provide additional small group instruction for students.</p> <p>Teachers will be paid for 3 hours of planning/modeling/data mining each week. They will work collaboratively on ELA specific lesson planning and practice based on data findings. Kindergarten, 1st, and 2nd grades will use SRA as an intervention component to their reading block. In K and 1st grades all students will use SRA, and in 2nd grade struggling students who do not have foundational skills required to become independent readers will have SRA. Students who do not need SRA in 2nd grade, as well as all 3rd, 4th, and 5th grade students will use Jr. Great Books as an additional component during the reading block.</p> <p>Leadership team will be working with Rensselaerville Institute in a partnership to develop leadership behaviors that increase teacher effectiveness and student performance.</p>
Person Responsible	Timothy Rose (trose@ecsdfl.us)
Plan to Monitor Effectiveness	

Daily walk-throughs will occur in all classrooms by the school's administration during the reading block to identify teacher needs and to monitor effective targeted instruction at the individual student level. Teachers should be aligned to the district pacing guide and should be delivering engaging lessons/material that requires students to use a greater depth of knowledge. Students should be involved in the content when they are working in small group centers with or without the teacher. Discussions between students should be aligned to content.

Description Student data (Star 360, iReady) will be monitored closely and be used by teachers to develop an understanding of student needs at a deeper level, identifying not only benchmarks that appear to show a lack of understanding, but the smaller strands that make up those benchmarks to determine the very element within a benchmark that needs to be addressed. Through effective use of the data, teachers will plan effective, targeted instruction.

Student assessments (STAR 360), unit assessments (Reading wonders)informal assessments (exit tickets, check for understanding during small group through observation/ conversations with the teacher) will give teachers feedback/data that will be used in lesson preparation and delivery.

Person Responsible Timothy Rose (trose@ecsdf.us)

Activity #2	
Title	Math
Rationale	Student scores on 2018 FSA Math shows that there was an increase in student proficiency in 3rd, 4th, and 5th grades; however, growth needs to continue. Students in all grade levels need additional supports in math. The school's lowest quartile showed a significant drop in 2018.
Intended Outcome	Continue to increase math proficiency scores on state testing to above 50% in 3rd, 4th, and 5th grades in 2019. Increase lowest quartile learning gains in math.
Point Person	Timothy Rose (trose@ecsdfi.us)
Action Step	
Description	<p>Provide Professional Development to teachers through the District math department on areas of need as identified in classroom walk throughs/rounding</p> <p>Provide math manipulatives to all K-5 classrooms (counters, fraction bars, ect)</p> <p>Provide after school tutoring for 2nd, 3rd, 4th, and 5th grade students for additional support in Math skills. Students will use iReady as a technology supplement during small group centers to target weak or missing skills from previous grades. Teachers will receive Professional Development for iReady.</p> <p>Parent training twice per grading period provided by teachers that will occur on Saturday. Each Saturday will be a 2 hour session that will include specific training to parents on how they can work with their child in the area of math. Provide after school tutoring for math for identified 2nd - 5th grade students.</p>
Person Responsible	Timothy Rose (trose@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	<p>Walk-throughs will occur in all classrooms by the school's administration during the math block to identify teacher needs and to monitor effective targeted instruction at the individual student level. Teachers should be aligned to the district pacing guide and should be delivering engaging lessons/material that requires students to use a greater depth of knowledge. Students should be involved in the content when they are working in small group centers with or without the teacher. Discussions between students should be aligned to content.</p> <p>Student data (Star 360, iReady) will be monitored closely and be used by teachers to develop an understanding of student needs at a deeper level, identifying not only benchmarks that appear to show a lack of understanding, but the smaller strands that make up those benchmarks to determine the very element within a benchmark that needs to be addressed. Through effective use of the data, teachers will plan effective, targeted instruction.</p> <p>Student assessments (STAR 360), unit assessments (Go Math) informal assessments (exit tickets, check for understanding during small group through observation/conversations with the teacher) will give teachers feedback/data that will be used in lesson preparation and delivery.</p>
Person Responsible	Timothy Rose (trose@ecsdfi.us)

Activity #3	
Title	Parental involvement that is more accessible
Rationale	Events for families/parents need to be scheduled in such a way that more parents are willing to find resources that will get them to the school. Parent involvement has been limited in the past due, in part to the school's location. It is on a busy road with a small neighborhood located behind it. However, the overwhelming majority of students live beyond the neighborhood in several directions at 3 primary subsidized housing areas, one a neighborhood and 2 apartment complexes, none of which is in short walking distance from the school. Parents without reliable transportation are not easily able to attend school functions. To address this issue, several events will be combined this year during family nights and parent workshops.
Intended Outcome	These activities would show parents the level of understanding and engagement that their children need in order to achieve in school. It would also be a fun, neutral environment within which to talk to parents about the importance of school. Ideally, parents would use the activities they get to participate in with their child to have conversations about school. The school also has had very limited involvement in the School Advisory Board and PTA. By creating relationships with parents through parent/family activities, the school might be able to encourage more parental involvement in those capacities as well. Ultimately we want a campus where parents are excited to be a part of the planning of future type events and where they will take a more active roll in their children's learning.
Point Person	Timothy Rose (trose@ecsdfi.us)
Action Step	
Description	Several events will be combined this year during family nights and parent workshops. One such event will be a STEM night where an outside company will bring STEM stations to the school and teachers will also run STEM stations of their own. This may also include a program sponsored by the school's music department. Another event would include training parents/guardians how to work with their child at home. This event would be on a Saturday, when many people have access to transportation through family members who are off from work. Thirdly, our book fair family night would also include teacher/grade level sponsored activities that would engage students and their families in school related activities, such as working on iReady, or conducting Science experiments that have been done in the classroom, or read-a-louds that would model reading to kids. Teachers will have student write in a journal about what they are doing in school. The journal will be shared with family members to generate discussion about school at home. Student would respond to 3 questions/thoughts in their journal home: What am I learning, What has been hard for me to learn, and what have I liked learning most. The journal will be sent home at least weekly for 2nd-5th grade students, and at least quarterly for each KG and 1st grade student. This will foster more conversations at home about school.
Person Responsible	Timothy Rose (trose@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	Attendance at family/parent events will be used to monitor the number of participants at each event. we will use surveys about each event to gather information that we will use to make changes to future such events based on survey responses. Participation in other school activities, such as School Advisory Committee and PTA will also be used as an indicator of program success. Ultimately the relationships that are fostered out of parent/family activities will be the greatest measure of success for our family engagement programs.

Person Responsible Timothy Rose (trose@ecsdf.us)

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.

A written Parent and Family Engagement plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PREP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

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.

Warrington Elementary has a full-time Guidance Counselor who provides whole-group and individual counseling as well as Character Education and Bullying Prevention Education to all K-5 students. Our student body is also served by a certified Social Worker, a part-time Overlay Counselor, two self-contained EBD Classrooms, and a Pre-K Program and associated staff. For students needing additional services, out-patient referrals are available. Warrington Elementary also has a Positive Behavioral Interventions and Support (PBIS) program to foster building relationships with our student body through positive praise and attention. Many of our staff have also been trained in Capturing Kids Hearts, which also encourages building relationships through positive interaction. The school also reaches out to our community to encourage a partnership through which students who receive limited attention beyond the school day might be matched with a Mentor, who can act as a source of encouragement for the student.

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

Warrington Elementary is one of 14 school campuses in the Escambia County School District offering pre-k classes for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

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 team meets on a regular basis to engage in the following activities: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify Professional Development opportunities and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted by hiring additional staff, and enlisting support from the district's Subject Area Specialist Departments for Professional Development and progress monitoring in correct application of research based interventions.

Title I, Part C Migrant

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

Title IX- Homeless

The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

UNISIG

Services are provided to allow students to participate in After School Tutoring to provide additional academic support. Additional staff are hired to support classroom teachers during small group centers. This provides more opportunity for adult led small groups during the Reading block. Professional

development and classroom libraries have been purchased to provide teachers with appropriate resources that are used to increase student vocabulary and reading ability.

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:	\$193,135.00