

Bay District Schools

Springfield Elementary School



2018-19 Schoolwide Improvement Plan

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Springfield Elementary School

520 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

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	67%

School Grades History

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

School Board Approval

This plan is pending approval by the Bay 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.

The highly-qualified staff and faculty of Springfield Elementary believe all children can learn. We value each student as an individual with unique physical, social, emotional, and intellectual needs. Our role in this community is to establish a strong foundation for learning by nurturing, guiding, and challenging all of our students to achieve their greatest potential through mastery of the Florida Standards and the Florida Next Generation Sunshine State Standards. We will accomplish this by providing a positive, safe, and secure environment that will enable our students to become confident, self-directed, lifelong learners.

Provide the school's vision statement.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs. All students learn in different ways and at different rates and should be provided with a variety of instructional approaches to support their primary learning styles. Students learn best in a safe environment where they are actively engaged in the learning process and can apply their knowledge in a variety of ways. Our school is committed to continuous improvement enabling our students to become confident, self-directed, lifelong learners.

School Leadership Team

Membership

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

Name	Title
Faircloth, Ilea	Principal
English, Carissa	Teacher, K-12
Mills, Robin	Teacher, K-12
Sanders, Susan	Teacher, ESE
Carl, Diane	School Counselor
Heath, Robert	Teacher, K-12
Llorens, Yesenia	Instructional Coach
Burke, Sebrina	Teacher, K-12
Lay, Laura	Instructional Coach

Duties

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

The Tiger Leadership Team made up of teachers K-5, ESE, and Title 1 will come together regularly to evaluate progress on the School Improvement Plan, analyze data in order to make course corrections, and allocate resources appropriately for maximum impact.

Shared leadership is a cornerstone at Springfield Elementary. Team members will utilize the PLC process with set norms to assist in discussing students collaboratively by name and need. Each PLC will begin with the agenda set by administration using minutes from the previous meeting to guide the

work of the TLT. The TLT will act as a liaison between the administration and the PLC groups in order to maximize communication and focus in meeting the goals set forth by Springfield's SIP.

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	24	19	29	22	19	18	0	0	0	0	0	0	0	131
One or more suspensions	6	8	13	22	29	33	0	0	0	0	0	0	0	111
Course failure in ELA or Math	0	5	8	4	4	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	39	48	38	0	0	0	0	0	0	0	125

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	2	4	11	22	30	31	0	0	0	0	0	0	0	100

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	2	2	12	3	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	1	1	0	9	1	0	0	0	0	0	0	0	0	12

Date this data was collected

Friday 6/1/2018

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	26	24	21	17	13	19	0	0	0	0	0	0	0	120
One or more suspensions	5	10	9	8	11	9	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	4	5	11	5	2	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	11	24	28	0	0	0	0	0	0	0	63
NWEA - below grade level math	14	29	46	42	36	40	0	0	0	0	0	0	0	207
NWEA - below grade level ELA	19	36	45	31	34	38	0	0	0	0	0	0	0	203
Previous year retention	5	6	1	7	0	0	0	0	0	0	0	0	0	19

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	3	6	8	11	15	14	0	0	0	0	0	0	0	57

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	26	24	21	17	13	19	0	0	0	0	0	0	0	120
One or more suspensions	5	10	9	8	11	9	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	4	5	11	5	2	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	11	24	28	0	0	0	0	0	0	0	63
NWEA - below grade level math	14	29	46	42	36	40	0	0	0	0	0	0	0	207
NWEA - below grade level ELA	19	36	45	31	34	38	0	0	0	0	0	0	0	203
Previous year retention	5	6	1	7	0	0	0	0	0	0	0	0	0	19

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	3	6	8	11	15	14	0	0	0	0	0	0	0	57

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 data component for Springfield Elementary that performed lowest in 2018 was our Math Lowest 25% students scoring at 31% making gains. It increased from the previous year 3% points from 28% of the lowest quartile making gains.

Which data component showed the greatest decline from prior year?

The data component for Springfield Elementary that showed the greatest decline of 12% from the previous year was the Lowest 25% in ELA from 54% making gains to 42%.

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

The data component which had the biggest gap when compared to the state average was math achievement. Springfield is currently 25% below the state average of 62% currently scoring at 37%.

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

The data component showing the most improvement was science increasing 22% from 11% in 2017 to 33% in 2018.

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

Several actions and changes led to a drastic improvement in science, Specifically, a laser focus on science and utilization of district resources.

For the 2017-2018 school year, BDS provided Springfield the use of BDS Science Coach, Erin Brack. Erin came weekly to provide hands-on science instruction in upper grades, plan and prepare lessons with teachers while providing feedback, resources, and support to teachers and administration.

In order to continue this upward trend, we will continue these supports for the 2018-2019 school year. Additionally, STEAM will take place of Art in order to solidify growth and maintain this area while providing students in K-5 to experience hands-on science weekly with the integration of art, math, etc.

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	32%	50%	56%	30%	48%	52%
ELA Learning Gains	36%	49%	55%	37%	47%	52%
ELA Lowest 25th Percentile	42%	45%	48%	29%	43%	46%
Math Achievement	37%	57%	62%	39%	53%	58%
Math Learning Gains	35%	57%	59%	51%	53%	58%
Math Lowest 25th Percentile	31%	46%	47%	56%	43%	46%
Science Achievement	33%	50%	55%	14%	44%	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	24 (26)	19 (24)	29 (21)	22 (17)	19 (13)	18 (19)	131 (120)
One or more suspensions	6 (5)	8 (10)	13 (9)	22 (8)	29 (11)	33 (9)	111 (52)
Course failure in ELA or Math	0 (0)	5 (4)	8 (5)	4 (11)	4 (5)	3 (2)	24 (27)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (11)	48 (24)	38 (28)	125 (63)

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	26%	57%	-31%	57%	-31%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	43%	59%	-16%	58%	-15%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2018	26%	51%	-25%	56%	-30%
	2017	28%	52%	-24%	56%	-28%
Same Grade Comparison		-2%				
Cohort Comparison		-17%				
05	2018	29%	50%	-21%	55%	-26%
	2017	18%	49%	-31%	53%	-35%
Same Grade Comparison		11%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	63%	-26%	62%	-25%
	2017	54%	56%	-2%	62%	-8%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2018	31%	59%	-28%	62%	-31%
	2017	32%	62%	-30%	64%	-32%
Same Grade Comparison		-1%				
Cohort Comparison		-23%				
05	2018	25%	57%	-32%	61%	-36%
	2017	29%	52%	-23%	57%	-28%
Same Grade Comparison		-4%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	25%	54%	-29%	55%	-30%
	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	22	36	33	22	44	24	33				
ELL	8			17							
BLK	23	32	47	28	34	40	16				

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
HSP	19	62		33	23						
MUL	40			20							
WHT	44	29		50	41	20	62				
FRL	30	36	41	36	37	37	28				
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	37	44	18	26	25					
BLK	13	36	47	27	27	20	4				
HSP	60	70		67	45						
MUL	73			80							
WHT	39	44	55	39	42	27	25				
FRL	28	40	55	37	36	26	10				

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/Math Lowest Quartile Students
Rationale	Springfield's FSA ELA, math and science achievement percentages were below the District and State's.
Intended Outcome	<p>In order for Springfield Elementary to exit turnaround status and become a "C" school as graded by the Florida Department of Education, Springfield will increase the school grade components as follows:</p> <p>2018 Proposed 2019 Pts Needed ELA Proficiency: 30 37 7 ELA Learning Gains: 36 44 8 ELA Lowest Quartile: 42 67 25 Math Proficiency: 37 42 5 Math Learning Gains: 35 42 7 Math Lowest Quartile: 31 60 29 Science Proficiency: 33 40 7 Average growth needed to reach points needed to be "C" will increase from 35% to 47% for a total of 12%.</p>
Point Person	Ilea Faircloth (faircim@bay.k12.fl.us)
Action Step	
Description	<p>Strengthen and support the school's academic program through strategic focus.</p> <p>1. Implement use of Universal Spreadsheet to track data on each and every Tiger at Springfield Elementary. The Universal Spreadsheet will assist us monthly at MTSS Leadership Team meeting where all teachers in grade level PLCs, instructional coaches, support team members (to include MTSS Interventionist- School and District Level, School of Hope Team Members) and administration. Springfield Student Services (Diane Carl, Guidance Counselor, and Sonya Stevens Springfield's MTSS Interventionist) will go through the Universal Spreadsheet prior to the meeting in order to highlight students of concern via the built-in EWS components. Having the sheet available to teachers and staff allows them to update information in real time for us to problem solve the MTSS process for academics and behavior.</p> <p>2. Intervention Fidelity, Fluidity, Accountability, Monitoring. In addition to the use of the Universal Spreadsheet above, each teacher will keep an SRA data notebook on students in SRA which includes those below grade level. Students on grade level as measured by FSA, MAP, and SRA placement tests, will be supported by using grade-level interventions like Connect to Comprehension. Students at Springfield will be exposed to inclusion this year. With over 12 inclusion classes, students who may have previously been identified as ESE will be included in the regular education classrooms to be exposed to on grade level materials.</p> <p>3. Mentoring of Lowest 25% by assigned SPE teacher, Elevate Bay Mentor, and admin data chats with 4th/5th.</p>
Person Responsible	Ilea Faircloth (faircim@bay.k12.fl.us)
Plan to Monitor Effectiveness	

Description	a) Data collected and reviewed? Universal Spreadsheet data to include FSA (if applicable), MAP, current grades, last common assessment grade, current intervention probe, and EWS data (Attendance/Behavior).
	b) When and how often data will be collected and reviewed: Monthly at MTSS Leadership Team meetings then after each administration of MAP during Fall, Mid-year, Spring.
	c) Data chats with students and teachers after MAP administrations (Fall, Mid-year, Spring).
Person Responsible	Ilea Faircloth (faircim@bay.k12.fl.us)

Activity #2	
Title	Student Engagement
Rationale	Of our 447 students in 2018, 181 (40%) had 1 or more referrals. There were a total of 566 referrals, 141 of the referrals were assigned OSS. 60 (13%) students were assigned OSS resulting in 218 days of lost instruction.
Intended Outcome	Based on student data in FOCUS, the number of days lost instructional time due to OSS, will decrease from 218 days in 17-18 to less than 196 days in 18-19. (decrease 10% or more).
Point Person	Lauren Brown (brownlm@bay.k12.fl.us)
Action Step	
Description	1. Utilize the School of Hope grant to build wraparound services for Tigers to keep them in the classroom in order to regain instructional time. Paraprofessionals are the first line of support within the classroom setting. If a student is in crisis and the classroom paraprofessional cannot remain proactive in redirecting behavior and restoring the student's behavior then the next layer of support will be notified through the office. The PROMISE para or assistant administrator will be called to assist. If the student is in crisis and the team must be reactive, then an available School of Hope team member will assist. The student will then be placed on the School of Hope team's list of students to see proactively through groups.
	2. Implement wraparound services to identify and address barriers preventing students from being engaged learners. School of Hope team members and PROMISE para will see students who have been identified as needing social/emotional supports.
	3. Students will be tracked using the Universal Spreadsheet in order to track progress and ensure trend lines for DRs decrease to keep instructional momentum.
	4. PBIS will be revitalized using new FIERCE expectations and posters will be posted in classrooms, hallways, common areas, etc. PBIS team will meet regularly to ensure reward systems and celebrations are in place. BDS Behavior Coach, Tracey Sirmans will be coming weekly to work with the PBIS team and any teachers in need of support in classroom management strategies.
Person Responsible	Lauren Brown (brownlm@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	a) Data collected and reviewed: Universal Spreadsheet data to include FSA (if applicable), MAP, current grades, last common assessment grade, current intervention probe, and EWS data (Attendance/Behavior) and FOCUS data and charts.
	b) When and how often will data be collected and reviewed? Monthly at MTSS Leadership Team meetings then during regular PBIS meetings. MTSS Leadership includes: Admin, Grade level PLCs, HOPE psychologist, BDS STS for MTSS, guidance, intervention, and coaches. During regular CWTs administration will take note of support needed in classrooms regarding behavior and initiate behavior supports through HOPE referral or PBIS team.
	c) HOPE team progress notes. Admin will have a monthly meeting with HOPE team (same

day as MTSS Leadership) after school to discuss students and find out where we are with each in the process and record in Universal Spreadsheet.

Person Responsible Lauren Brown (brownlm@bay.k12.fl.us)

Activity #3	
Title	Rigorous Instruction
Rationale	Rigorous Instruction is foundational for student achievement. Students must be in school learning and engaged in instruction.
	In order for Springfield Elementary to exit turnaround status and become a "C" school as graded by the Florida Department of Education, Springfield will increase the school grade components as follows:
Intended Outcome	<p>2018 Proposed 2019 Pts Needed</p> <p>ELA Proficiency: 30 37 7</p> <p>ELA Learning Gains: 36 44 8</p> <p>ELA Lowest Quartile: 42 67 25</p> <p>Math Proficiency: 37 42 5</p> <p>Math Learning Gains: 35 42 7</p> <p>Math Lowest Quartile: 31 60 29</p> <p>Science Proficiency: 33 40 7</p> <p>Average growth needed to reach points needed to be "C" will increase from 35% to 47% for a total of 12%.</p>
Point Person	Lauren Brown (brownlm@bay.k12.fl.us)
Action Step	
	1. Implementation of PLCs. During preservice teachers were provided with "Springfield Non-negotiables" which include the 5 Essentials for school improvement research. With the expectations in place, teachers know and understand the focus for the 2018-2019 school year. Additionally, teachers were trained in accountable talk to use with students and hard conversations to use with one another. If we are going to reach our goals, we must be able to talk transparently, factually, and assume goodwill with one another. PLCs will use information learned from the TNTP summer training to look at student work twice monthly using the TNTP student work protocol, plan and prepare at least 2 weeks in advance, and discuss data regularly.
Description	<p>2. Intervention (See above ELA/Math Lowest Quartile).</p> <p>3. Feedback (Teacher to Student, Admin to Teacher, Admin to Student). Accountable Talk training is ongoing by our on-site literacy and math coach to train teachers and students to have productive conversations and dialogue. Regarding adults, we will utilize stems and accountable talk strategies with one another. Feedback will be provided to teachers through bi-monthly formal CWTs using the BDS CWT form tweaked to include strategies from Springfield's SIP.</p> <p>4. Allocation of Supports and Resources to enhance instructional momentum. Title 1, UniSig, and the School of Hope grant will work in concert supporting the steps within the SIP.</p>
Person Responsible	Ilea Faircloth (faircim@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>1. Admin participation in weekly PLCs</p> <p>2. Admin review of lesson plans weekly with feedback to teachers through Planbook.</p>

3. Universal Spreadsheet reviewed in real time where appropriate and monthly at MTSS Leadership.
4. CWT data- reviewed monthly with BDS leadership and regularly with the principal mentor.
5. Unit and Class Size Spreadsheet to monitor units and allocations. Title 1, UniSig, and School of Hope grant budgets will be reviewed monthly to ensure the accuracy of monies allocated and spent.

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.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.

Increase participation in evening activities by pairing activities with interactive academic games/stations with Music/Art/Reading nights. This will allow Springfield Elementary School to partner with parents to improve the academic, social, and emotional well being of each child. This is vital to the long-term success of every student.

In order to increase communication, we will continue to train parents how to use Parent Portal effectively, provide monthly newsletters, employ classroom Dojo, Iris Alerts, Literacy Links from individual classrooms. In addition, a school-wide website is available.

Springfield will have the Inaugural Tiger-ade partnering with Springfield's police and fire departments. Our teachers will get on two buses and ride our bus routes through the neighborhood, hopping off at highly populated areas to hand out orientation reminders.

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.

Springfield Elementary School ensures the social-emotional needs of all students are being met. This includes onsite counseling, referral for private counseling, and the use of a mentoring program. We are assigned an MTSS Behavior Specialist and a social worker that serve as a link between school, home, medical care and other necessary services. This social worker makes home visits, assists parents with medical appointments, fills out necessary paper work, attends MTSS meetings, and works with teachers on core behavior for students as well. The district assigned social worker will work the increasing homeless population at Springfield Elementary.

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

Our transition plan starts in the spring when children are invited to the school to participate in activities such as Pre-K Parent Night, visits to classrooms, playgrounds, and lunchroom areas. Parents receive information on how to enroll their child in the school and how to prepare their child for Kindergarten. An Orientation Day is provided prior to school starting. Students are introduced to the teachers and an optional tour of the campus is available. Title I schools send surveys and newsletters to inform parents of transitional events.

Additionally, Springfield partners with Everitt and Rutherford to make the transition into middle school seamless.

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.

Title I, Part A

Title I, Part A provides needed services to SPE through instructional paras, materials, PD for teachers and paraprofessionals, release time, stipends, equipment, classroom resources, parent involvement resources, workshops, and technology.

Title I, Part C- Migrant

Students qualify as Migrant if students or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. BDS is part of a consortium through PAEC that provides assistance for migrant students and their families.

Title I, Part D

BDS receives funds to support the Educational Alternative Outreach program. Eligible neglected and delinquent students receive support and services in conjunction with the district's Drop-out Prevention Program.

Title II

The district receives supplemental funds for PD and stipends for teachers. Additionally, BDS' instructional specialists provide assistance as needed in the form of mentoring, coaching, and training.

Title III

Services are provided through educational materials and ELL district support services to improve ELL achievement. Title III funds provide PD opportunities for staff to attend conferences, district training, and participate in ESOL endorsements.

Title X- Homeless

BDS Homeless Social Worker provides resources (social services referrals, school supplies, clothing) for students identified as homeless. SPE's guidance department will work closely with all stakeholders to provide needed resources and support.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school tutorial.

Violence Prevention Programs

SPE will continue to utilize the PBIS system. The guidance department works with Behavioral Specialists and the necessary agencies to provide services, resources, and support families.

Nutrition Programs

A free breakfast and lunch program are offered to all students at SPE.

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:	\$538,153.25