

Escambia County School District

Molino Park Elementary



2018-19 Schoolwide Improvement Plan

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Molino Park Elementary

899 HIGHWAY 97, Molino, FL 32577

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	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

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

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.

Molino Park Elementary endeavors to prepare each student to be a lifelong learner and a productive citizen. We utilize current research-based educational principles and practices to facilitate maximum student performance.

Provide the school's vision statement.

Molino Park's vision is, "To promote joy in learning in a positive, safe and child-centered environment."

School Leadership Team

Membership

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

Name	Title
Barnes, Lisa	Principal
Abrams, Gwen	Other
Madril, Rachel	Teacher, K-12
Sager, Adrianna	Teacher, ESE
Johnecheck, Cheryl	Assistant Principal
Hamric, Rebecca	Teacher, PreK
Miller, Sarah	Teacher, K-12
Calhoun, Sara	Teacher, K-12
Daniels, Gena	Teacher, K-12
Bethea, Tara	Teacher, K-12
Gilmore, Stephanie	Teacher, K-12
Hatch, Rebecca	Instructional Media

Duties

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

The school leadership team assists in identifying resources, setting school goals, and supporting grade level goals. Grade level chairs, ESE representative, special area representative, parent representative, assistant principal, and principal make up the Leadership team. Each grade level chair gathers information/ideas from their team members and bring it before the team and disseminate decisions back to their areas of representation. These members are also members of other Molino Park Committees so they can bring initiatives/areas of concern or need to be discussed during Leadership Team meetings. Discussions from these meetings also become part of the SIP Areas of Focus. Members of the MTSS have the opportunity to assist with development of strategies to be used in teaching Reading, Math, Science, Writing, and behavior. The team will use strategies from the School Improvement Plan for support of students and implementation of the School Improvement Plan. The MTSS process helps identify Areas of Focus, strategies, resources, and staff

development to support the School Improvement Plan and promote student growth and support learning gains.

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	6	3	1	1	1	4	0	0	0	0	0	0	0	16
One or more suspensions	0	2	1	5	8	1	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	5	2	4	6	1	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	3	10	9	0	0	0	0	0	0	0	22

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	1	0	3	6	2	0	0	0	0	0	0	0	12

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

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	3	7	9	7	7	11	0	0	0	0	0	0	0	44
One or more suspensions	0	0	3	4	3	7	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	1	5	19	12	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	1	7	11	0	0	0	0	0	0	0	19
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	4	6	10	0	0	0	0	0	0	0	21

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	7	9	7	7	11	0	0	0	0	0	0	0	44
One or more suspensions	0	0	3	4	3	7	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	1	5	19	12	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	1	7	11	0	0	0	0	0	0	0	19
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	4	6	10	0	0	0	0	0	0	0	21

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?

For the 2017-2018 school year, our lowest performance was ELA Learning Gains 60% and ELA Lowest Quartile Learning Gains 50%. For the 2016-2017 school year, our lowest performance was Math Learning Gains 59% and Math Lowest Quartile Learning Gains 45%.

However, our ELA Learning Gains and Lowest Quartile Learning Gains did decrease from 2017 (Learning Gains 62%; Lowest Quartile Learning Gains 52%) to 2018 (Learning Gains 60%; Lowest Quartile Learning Gains 50%).

Which data component showed the greatest decline from prior year?

Our ELA Learning Gains and Lowest Quartile Learning Gains decreased from 2017 (Learning Gains 62%; Lowest Quartile Learning Gains 52%) to 2018 (Learning Gains 60%; Lowest Quartile Learning Gains 50%). Our Science proficiency decreased from 92% to 88%.

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

For the 2017-2018 school year, we were above the state averages for all components. Our closest to the state average was our ELA Learning Gain - State: 55%; Molino Park: 60% and our ELA Lower Quartile Learning Gain - State: 48%; Molino Park: 50%. Our ELA was 13 points higher than the state - State: 56%; Molino Park: 69%.

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

Our Math Proficiency went from 71% to 81%; Math Learning Gains went from 59% to 83%; and Math Lowest Quartile Learning Gains went from 45% to 84%. Our most improved data component by school was Math Lowest Quartile Learning Gains. We increased by 39 points from 45% to 84%. Our most improved data component by grade level was Math proficiency for 4th grade. We increased by 16 points from 64% to 80%. Neither of these are trends.

Another area was SWD. SWD increased in all Math components. Math Proficiency Achievement went from 47% to 57% (10 points). Math Learning Gains went from 59% to 75% (16 points). Math Lowest Quartile Learning Gains went from 50% to 84% (34 points).

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

Our 3rd, 4th and 5th grades departmentalize or rotate for subjects. In 3rd grade, 2 teachers taught ELA/ social studies and 2 taught math/science. In 4th grade, all 3 teachers taught reading, but for the rotations, one teacher taught the grade level math, one taught writing, and one taught science/social studies. In 5th grade, all 3 teachers taught reading, but for the rotation, one teacher taught the grade level math, one taught writing and social studies, and one taught science. We do feel like this does contribute to the success of our 3rd, 4th and 5th grade students.

Our 4th and 5th grade math teachers worked together and closely monitored their students' data and learning gains. They knew which students were the lowest quartile and how many gains they needed. Our 4th and 5th grade math teachers use Focus lessons to review and monitor students' math comprehension of concepts and skills. Teachers and administrators have data chats with students.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	69%	49%	56%	62%	46%	52%
ELA Learning Gains	60%	46%	55%	52%	46%	52%
ELA Lowest 25th Percentile	50%	40%	48%	41%	43%	46%
Math Achievement	81%	55%	62%	77%	52%	58%
Math Learning Gains	83%	57%	59%	49%	50%	58%
Math Lowest 25th Percentile	84%	48%	47%	41%	43%	46%
Science Achievement	88%	55%	55%	83%	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	6 (3)	3 (7)	1 (9)	1 (7)	1 (7)	4 (11)	16 (44)
One or more suspensions	0 (0)	2 (0)	1 (3)	5 (4)	8 (3)	1 (7)	17 (17)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Course failure in ELA or Math	0 (0)	5 (0)	2 (1)	4 (5)	6 (19)	1 (12)	18 (37)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (1)	10 (7)	9 (11)	22 (19)

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	71%	52%	19%	57%	14%
	2017	70%	59%	11%	58%	12%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	64%	51%	13%	56%	8%
	2017	55%	49%	6%	56%	-1%
Same Grade Comparison		9%				
Cohort Comparison		-6%				
05	2018	65%	44%	21%	55%	10%
	2017	68%	47%	21%	53%	15%
Same Grade Comparison		-3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	54%	26%	62%	18%
	2017	70%	54%	16%	62%	8%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	80%	58%	22%	62%	18%
	2017	64%	54%	10%	64%	0%
Same Grade Comparison		16%				
Cohort Comparison		10%				
05	2018	78%	52%	26%	61%	17%
	2017	76%	50%	26%	57%	19%
Same Grade Comparison		2%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	87%	55%	32%	55%	32%
	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	50	45	48	57	75	84					
BLK	47			67							
WHT	73	65	60	84	83	80	88				
FRL	59	45	52	71	79	83	79				
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	41	70	64	47	59	50	92				
BLK	53			67							
WHT	69	63	56	71	60	48	90				
FRL	59	57	46	62	57	33	89				

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 Learning Gains
Rationale	Our ELA Learning Gains decreased from 2017 to 2018 by 2 points. (62% to 60%).
Intended Outcome	Increase ELA Learning Gains by 3% through active teacher/student engagement in whole group, small group, and individual instruction. I
Point Person	Lisa Barnes (lbarnes2@ecsdfl.us)
Action Step	
Description	<p>Data chats with students. Knowing what students need to make a learning gain. Use of STAR 360 data. Use of iReady data.</p> <p>Provide faculty and staff with professional development in the areas of assessment and data results and reading interventions. Review assessment data from STAR 360, iReady, Classroom assessments and hold data meetings to identify students in need of intervention and determine appropriate intervention and duration.</p>
Person Responsible	Cheryl Johncheck (cjohncheck@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	<p>Star 360 Data. iReady data. Data from classroom assessments</p>
Person Responsible	Lisa Barnes (lbarnes2@ecsdfl.us)

Activity #2	
Title	ELA Lowest Quartile Learning Gains
Rationale	Our ELA Lowest Quartile Learning Gains decreased from 52% to 50% (2 points).
Intended Outcome	Increase lowest quartile student performance by 3% through active teacher/student engagement in small group and individual instruction.
Point Person	Lisa Barnes (lbarnes2@ecsdfl.us)
Action Step	
Description	MTSS process Intervention information Data chats with students. Knowing what students need to make a learning gain. Use of STAR 360 data. Use of iReady data. Provide faculty and staff with professional development in the areas of assessment and data results and reading interventions. Review assessment data from STAR 360, iReady, Classroom assessments and hold data meetings to identify students in need of intervention and determine appropriate intervention and duration.
Person Responsible	Cheryl Johnecheck (cjohnecheck@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	MTSS Data meeting iReady and STAR 360 data Data from classroom assessments
Person Responsible	Lisa Barnes (lbarnes2@ecsdfl.us)

Activity #3	
Title	ELA Learning Gains for SWD
Rationale	Our SWD ELA learning gains decreased from 70% to 45% (-25 points) from 2017 to 2018.
Intended Outcome	Increase students with disabilities ELA learning gains by 5% through teacher/student engagement in small group and individual instruction.
Point Person	Lisa Barnes (lbarnes2@ecsdfl.us)
Action Step	
Description	Data chats with students. Knowing what students need to make a learning gain. Use of STAR 360 data. Use of iReady data. Provide faculty and staff with professional development in the areas of assessment and data results and reading interventions specifically for students with learning disabilities. Review assessment data from STAR 360, iReady, Classroom assessments and hold data meetings to identify students in need of intervention and determine appropriate intervention and duration.
Person Responsible	Lisa Barnes (lbarnes2@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Data meeting iReady and STAR 360 data Data from classroom assessments
Person Responsible	Cheryl Johnnecheck (cjohnnecheck@ecsdfl.us)

Activity #4	
Title	Maintain Math
Rationale	Our Math was well above the state average: Math Proficiency: State - 62%; Molino Park - 81% (19 points); Math Learning Gains: State - 59%; Molino Park - 83% (24 points); Math Lowest Quartile Learning Gains: State - 47%; Molino Park - 84% (37 points).
Intended Outcome	Maintain and/or increase our math percentages through active teacher/student engagement in whole group, small group, and individual instruction. Our 4th and 5th grade math teachers will continue to work together and closely monitored their students' data and learning gains. Teachers and administrators will continue to have data chats with students.
Point Person	Lisa Barnes (lbarnes2@ecsdfl.us)
Action Step	
Description	Data chats with students. Knowing what students need to make a learning gain. Use of STAR 360 data. Use of iReady data. Provide faculty and staff with professional development in the areas of assessment and data results and reading interventions. Review assessment data from STAR 360, iReady, Classroom assessments and hold data meetings to identify students in need of intervention and determine appropriate intervention and duration.
Person Responsible	Cheryl Johnnecheck (cjohnecheck@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Star 360 Data. iReady data. Data from classroom assessments
Person Responsible	Lisa Barnes (lbarnes2@ecsdfl.us)

Activity #5	
Title	Maintain Science
Rationale	Our Science proficiency decreased from 2017 to 2018 by 4 points. (92% to 88%). Although there was a decrease in our percentage, we will continue our strategies for science. Once your proficiency is at a high percentage, it is hard to maintain and/or increase.
Intended Outcome	Maintain and/or increase our science percentages through active teacher/student engagement in whole group, small group, and individual instruction. Our 5th grade science teachers will continue to work together and closely monitor their students' data. Teachers and administrators will continue to have data chats with students.
Point Person	Lisa Barnes (lbarnes2@ecsdfl.us)
Action Step	
Description	Data chats with students. Knowing what students need to make a learning gain. Use of School Net assessments. Provide fifth grade science teachers with professional development in the areas of assessment and data results. Former science teacher will work closely with our fifth grade science teachers on lesson planning and science strategies. Review assessment data from School Net and hold data meetings to identify students in need of intervention and determine appropriate intervention and duration.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	School Net data Data from classroom 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.

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 PFEP 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 developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers are vigilant in identifying student social and/or emotional needs. When a need is identified, the counselor is advised. Services are provided through school based counseling and/or Lakeview Counseling. Mentors volunteer to support students at school to give them a boost in self esteem as well as academic assistance. We provide a home food program with the weekend "Backpack Program" in which food is given to students in need to take home each Friday. We provide with our partners' assistance food for Thanksgiving and Christmas as well as gifts for the most needy at Christmas. When any of these needs are identified in RtI meetings, the committee develops strategies to combat the problem. If problems are severe or noted to be harmful to a child, Child Protective Services are contacted.

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

Escambia County School District offers pre-k classes on 14 school campuses 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.

Teachers maintain a data notebook in which they keep data on weekly and unit assessments, benchmark data, STAR 360 Assessments, iReady data, Progress Monitoring data, Standardized test results, iii data, Go Math! Assessments, and any other data they may need to identify student progress. Teachers dig into data to identify areas of strengths and weaknesses of students to develop strategies for Areas of Focus which are incorporated into the School's Improvement Plan. We identify students in need of additional help or intensive interventions. As teachers identify students in need of interventions they gather data and complete appropriate records review, graphs, and forms to give to the Guidance Counselor. The guidance counselor sets up a MTSS meeting with team members. At this meeting we identify the problem and concern, analyze why the problem is occurring, and develop a plan of interventions. As students go through the MTSS process, teachers continue to monitor students by the use graphs of informational results over time identifying student progress in targeted areas.

Title I, Part A

Molino Park will received Title I Grant money for 2018/2019 which will be used to purchase a .50 technology coordinator, Parental Involvement, staff development materials, software, supplies, communication planners and folders, and substitute teachers for professional development, small group instruction, and parent conferences.

Title I, Part C

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 at most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered at both 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.

SAI monies is supplied to each school as a part of our operating budget. SAI monies for 2018-2019 will be used to supplement teaching materials in the classroom, substitutes for parent conferences, assessing and grading, and equipment.

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:

\$0.00