

Broward County Public Schools

Morrow Elementary School



2018-19 Schoolwide Improvement Plan

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Morrow Elementary School

408 SW 76TH TER, North Lauderdale, FL 33068

[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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

School Board Approval

This plan is pending approval by the Broward 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.

Morrow Elementary School is committed to educating all students and fostering life-long learners.

Provide the school's vision statement.

At Morrow Elementary School we are united to empower all learners to become proficient readers, providing them with tools for College and Career Readiness

School Leadership Team

Membership

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

Name	Title
Crowle, Laurel	Principal
Eldridge-Mason, Tamilla	Instructional Coach
Dowe, Dana	Teacher, K-12
Brightman, Christopher	Assistant Principal
Hunt, Althea	Teacher, ESE
Nguyen, My D.	School Counselor
Tucker, Ava	Instructional Coach

Duties

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

L. Crowle, Principal and C. Brightman, Assistant Principal: Provide a common vision for the use of data based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support the MTSS implementation, and communicate with parents regarding school-based plans and activities. Literacy Coach, T. Eldridge-Mason: Provides guidance on the K-12 reading plan, facilitates and supports data collection activities. Assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier 1, Tier 2, and Tier 3 plans.

T. Eldridge-Mason, Literacy and A. Tucker Math Instructional Coaches: Develop, lead, and evaluate school core content standards/programs. Identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. Assist with school screening programs that provide early intervening services for children to be considered "at-risk". Assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and implementation for progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development and provide support for assessment and monitoring. Classroom Teachers: Provide information about core instruction, participate in student data collection, delivers curriculum,

remediation and enrichment.

A. Hunt, ESE Specialist: Participates in collection, interpretation, analysis of data, facilitates development of intervention plans utilizing the Collaborative Problem Solving Model. Provides support for intervention fidelity, documentation, and technical assistance for problem-solving activities.

Additionally, participates in student data collections, integrates core instructional activities/materials into tier 3 instruction and collaborates with general education teachers through co-teaching. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design. Assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

My. Nyguen, Guidance Counselor and RtI School Coordinator: Provides interventions to child-linking services and community agencies that help support families with a child's academic, emotional, behavioral and social success, participates in student data collections, work with teachers to integrates core instructional activities/materials into tier 2 and 3 instruction and collaborates with general education teachers to develop specific intervention activities for students.

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	18	6	11	11	13	11	0	0	0	0	0	0	0	70
One or more suspensions	0	2	1	4	2	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	32	30	0	0	0	0	0	0	0	79

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	10	3	4	3	9	6	0	0	0	0	0	0	0	35	

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	8	4	12	4	5	0	0	0	0	0	0	0	34
Retained Students: Previous Year(s)	0	0	0	1	2	2	0	0	0	0	0	0	0	5

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		
The number of students identified by the system as exhibiting two or more early warning indicators:		
Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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	8	7	9	6	8	10	0	0	0	0	0	0	0	48
One or more suspensions	3	1	8	1	3	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	31	27	27	0	0	0	0	0	0	0	85

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	5	5	6	4	5	3	0	0	0	0	0	0	0	28

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 Lowest Percentile. This is not a trend for Morrow Elementary. In previous years our lowest percentile students have made greater gains than most recently recorded.

Which data component showed the greatest decline from prior year?

ELA Lowest Percentile Learning Gains

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

ELA Lowest Percentile Learning Gains

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

Proficiency in Mathematics showed the greatest improvement. There is an upward trend in Mathematics proficiency from 28% in 2015 to 37% in 2016, 40% in 2017, and 43% in 2018.

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

The actions that led to the improvements in mathematics are small group instruction and professional development in instructional strategies.

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	40%	56%	56%	32%	50%	52%
ELA Learning Gains	40%	57%	55%	47%	52%	52%
ELA Lowest 25th Percentile	14%	51%	48%	55%	45%	46%
Math Achievement	43%	62%	62%	37%	57%	58%
Math Learning Gains	37%	60%	59%	49%	58%	58%
Math Lowest 25th Percentile	36%	47%	47%	38%	45%	46%
Science Achievement	29%	49%	55%	29%	43%	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	18 ()	6 ()	11 ()	11 ()	13 ()	11 ()	70 (0)
One or more suspensions	0 ()	2 (0)	1 (0)	4 (0)	2 (0)	4 (0)	13 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	17 (0)	32 (0)	30 (0)	79 (0)

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	41%	59%	-18%	57%	-16%
	2017	32%	57%	-25%	58%	-26%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	35%	58%	-23%	56%	-21%
	2017	46%	56%	-10%	56%	-10%
Same Grade Comparison		-11%				
Cohort Comparison		3%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	34%	56%	-22%	55%	-21%
	2017	30%	54%	-24%	53%	-23%
Same Grade Comparison		4%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	63%	-7%	62%	-6%
	2017	25%	61%	-36%	62%	-37%
Same Grade Comparison		31%				
Cohort Comparison						
04	2018	34%	63%	-29%	62%	-28%
	2017	59%	64%	-5%	64%	-5%
Same Grade Comparison		-25%				
Cohort Comparison		9%				
05	2018	38%	62%	-24%	61%	-23%
	2017	26%	60%	-34%	57%	-31%
Same Grade Comparison		12%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	26%	51%	-25%	55%	-29%
	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	5	12		5	24						
ELL	33	21	8	33	29	36	9				
BLK	39	42	17	39	37	43	27				
HSP	48	35		67	53						
FRL	39	39	14	41	35	36	27				
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	8	56	57	16	29	18					

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
ELL	21	50		26	50	50	10				
BLK	34	58	62	41	54	32	22				
HSP	48	67		39	55		18				
FRL	37	61	62	39	54	37	20				

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	Proficiency in ELA increased by two percentage points, however, Learning Gains in ELA decreased by 24% points and Learning Gains in the lowest percentile decreased by 38 percentage points
Intended Outcome	If all students participate in differentiated reading instruction targeted to their identified needs, then students' reading proficiency will increase and be reflected in learning gains. Differentiated targeted intervention will be based on screening assessments that pinpoint the appropriate target for intervention. Once the target is identified, a research based intervention will be prescribed to the student or students needing the intervention
Point Person	Laurel Crowle (laurel.crowle@browardschools.com)
Action Step	
Description	Student data will be used throughout the instructional process to ensure that students are getting instruction that is differentiated to meet their needs. Formative assessments will be utilized to group students for instruction based on their needs:
	All students will participate in standards-based differentiated reading instruction based on student data
	Progress monitoring assessments will be used weekly and decisions will be made after 21 days of instruction: Formative Assessment Data will be collected and reviewed monthly
	Data Chat Meetings will be held bi-monthly with administration and teachers to create groups and identify the instructional materials that will be used with each group of students based on the identified needs
	Teachers will utilize student data to provide differentiated reading instruction in the ELA Block:
	Students who are grasping concepts will participate in activities that are higher in complexity and rigor and students who are having difficulty attaining proficiency will receive remediation and targeted interventions
	Leadership Team will monitor the implementation of differentiated instruction weekly
	Teachers will participate in professional development in "Utilizing Data to Plan and Deliver Instruction" beginning Early September 2018
	Teachers will participate in bi-weekly Professional Learning Communities on Differentiated Instruction and Targeted Interventions based on identified students' learning needs beginning in the first week of September 2018
	Teachers will support one another through monthly instructional rounds and the review of student work samples to ensure consistency beginning the end of September 2018
	Teachers will participate in Small Group Guided Instruction Professional Development during the months of September 2018 and October 2018
	Administration and instructional coaches will utilize a checklist to monitor the

implementation of the differentiated reading by conducting weekly classroom observations and reviewing student data

Person Responsible Laurel Crowle (laurel.crowle@browardschools.com)

Plan to Monitor Effectiveness

Grade-Level Assessment Data will be collected weekly and housed in Classroom Data Binders

School - Wide Formative Assessment Data will be collected on a monthly bases. All information will be housed in a database

Benchmark Assessment Data will be collected three times per year and entered in District's Database

Mid-Year District Assessment will be administered in January 2019 and entered in District's Database

Description Meeting Notes and Action Steps from Data Chat Meeting will be utilized for progress monitoring to ensure implementation of action steps of differentiated instruction

Progress Monitoring Plan will be maintained and reviewed monthly for each student

During PLCs, Teachers, coaches, and administration will utilize a checklist to review data and develop action plans for targeted instruction and interventions

Meeting Notes and Reflections will be collected from Instructional Rounds

Teacher Inservice Records and Sign-in sheets from professional development activities will be documented

Administration and instructional coaches will utilize a checklist to monitor the implementation of small group instruction. The checklist will also be utilized to provide feedback to teachers.

Person Responsible Laurel Crowle (laurel.crowle@browardschools.com)

Activity #2	
Title	Math
Rationale	Proficiency in Mathematics increased by three percentage points, however, Learning Gains in Mathematics decreased by 18% points and Learning Gains in the lowest percentile decreased by three percentage points
Intended Outcome	<p>If all students participate in differentiated mathematics instruction targeted to their identified needs, then students mathematics proficiency will increase and be reflected in learning gains.</p> <p>Differentiated targeted intervention will be based on screening assessments that pinpoint the appropriate target for intervention. Once the target is identified, a research based intervention will be prescribed to the student or students needing the intervention</p>
Point Person	Laurel Crowle (laurel.crowle@browardschools.com)
Action Step	
Description	<p>Student data will be used throughout the instructional process to ensure that students are getting instruction that is differentiated to meet their needs. Formative assessments will be utilized to group students for instruction based on their needs:</p> <p>All students will participate in standards-based differentiated mathematics instruction based on student data</p> <p>Progress monitoring assessments will be used weekly and decisions will be made after 21 days of instruction: Formative Assessment Data will be collected and reviewed monthly</p> <p>Data Chat Meetings will be held bi-monthly with administration and teachers to create groups and identify the instructional materials that will be used with each group of students based on the identified needs</p> <p>Teachers will utilize student data to provide differentiated mathematics instruction in the Mathematics Block:</p> <p>Students who are grasping concepts will participate in activities that are higher in complexity and rigor and students who are having difficulty attaining proficiency will receive remediation and targeted interventions</p> <p>Leadership Team will monitor the implementation of differentiated instruction weekly</p> <p>Teachers will participate in professional development in "Utilizing Data to Plan and Deliver Instruction" beginning Early September 2018</p> <p>Teachers will participate in bi-weekly Professional Learning Communities on Differentiated Instruction and Targeted Interventions based on identified students' learning needs beginning in the first week of September 2018</p> <p>Teachers will support one another through monthly instructional rounds and the review of student work samples to ensure consistency beginning the end of September 2018</p> <p>Administration and instructional coaches will utilize a checklist to monitor the implementation of the differentiated mathematics instruction by conducting weekly classroom observations and reviewing student data</p>

Person Responsible Laurel Crowle (laurel.crowle@browardschools.com)

Plan to Monitor Effectiveness

Grade-Level Assessment Data will be collected weekly and housed in Classroom Data Binders

School - Wide Formative Assessment Data will be collected on a monthly bases. All information will be housed in a database

Benchmark Assessment Data will be collected three times per year and entered in District's Database

Mid-Year District Assessment will be administered in January 2019 and entered in District's Database

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Person Responsible Laurel Crowle (laurel.crowle@browardschools.com)

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.

All parents, families, and other community stakeholders at Morrow Elementary School are invited to participate in the School Advisory Committee every month to plan, review and improve the programs at Morrow Elementary School. Stakeholders are invited monthly via parent link, school marquee, flyers, and the school newsletter.

The school has a Partnership Liaison who works with partners and community. Their role is to develop partnerships in the community and to support the school in their efforts to improve student achievement.

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.

All teachers and students participate in "Mindful Activities" daily through the Inner Explorer Program. The school's Guidance Counselor visits classrooms weekly to provide all students with instruction on social skills designed to promote students' social-emotional growth. Each month a specific social emotional behavior is taught and students are publicly recognized for exhibiting that behavior. Guidance groups are organized based on identified student needs. Groups meet several times a month to provide counseling to students.

Morrow Elementary partners with several outside agencies to provide counseling to students and parents. Once parent consent is obtained, counselors meet with students as needed and work collaboratively with teachers and parents to address identified needs.

School discipline data is reviewed weekly and students with one or more discipline infraction is paired with a staff member to provide ongoing support (Morrow CARE Student Support).

Mentoring opportunities are made available to students through our Reading Pals program. Students are paired with a member of the community and develop relations with their mentor through reading. Students have the opportunity to participate in Peer Mentoring Opportunities directed by the Guidance Counselor.

Parents have the opportunity to participate in monthly parenting academy at our school

The school Collaborative Problem Solving Team meets with teachers weekly to assist them in creating and implementing strategies that provide support to students when social-emotional needs are identified. These strategies are monitored every three weeks to determine their effectiveness and are modified if needed.

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

Morrow currently has two Head Start programs, two VPK Classes, and four Pre-K classes. The purpose of these classes are to prepare preschool students for entrance into the kindergarten program. A Kindergarten Roundup is held with parents from the community, Pre-K and Head Start programs in the Spring and before the new school year to assist in the transition for students and parents. Incoming Kindergarten students are assessed upon entering school in order to ascertain individual group needs and to assist with the development of instructional and intervention programs. Students are assessed for knowledge in Letter Names, Letter Sounds, and Concepts of Print.

Information regarding kindergarten readiness is reported and available on the Student Assessment and School Performance Website.

To ensure school readiness, the Head Start (HS) Program, VPK, and Pre-K Programs have a new literacy, math, and science curricula. The program aligns the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with students' progress in the program.

Morrow Elementary works with schools in the innovate zone to develop transition plans for students moving from one school to the next. Teachers engage in vertical planning and collaborate to review student data. Guidance Counselors from the middle schools visit with teachers and fifth grade students to review middle school expectations and assist students with the selection of courses. Fifth grade

students also go on field trips to the middle school to get familiar with the middle school curriculum and procedures.

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.

School Leadership utilized a Multi-Tiered System of Support (MTSS). The team focuses meetings around one question: How do we allocate resources to develop and maintain a problem-solving system to bring out the best at Morrow Elementary, focusing on students instructional, social and emotional, and behavioral needs?

The team meets once a week to engage in the following activities:

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 achieving mastery. Based on the results of the student data, the team will identify professional development, instructional activities, and resources for teachers and students.

The MTSS team will take minutes at every meeting and document the progress of the identified students (tracking progress). All minutes will be uploaded into the school's database for storage and easy access.

- Staff Development Funds are utilized for the area of focus: professional learning communities, differentiated instruction training, Data Driven Instruction, and Unwrapping the Standards.

Title I:

- Math Coach – Provide additional support in the classroom for teachers to assist students with interventions and to provide enrichment opportunities.
- Parent Training- in reading strategies and scientific thinking and problem solving.
- Additional classroom materials

Title III:

- Morrow currently has two Head Start and two VPK programs and the purpose of these classrooms is to prepare pre-school students for entrance into the kindergarten program.
- Purchase educational materials to improve the education of English Language Learners.

Title X Homeless:

- District Homeless Social Worker provides resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
- Morrow's Guidance Counselor coordinates a non-violence and anti-drug program to students that includes community service, information literature, and counseling.

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

The school has a Partnership Liaison. Their role is to develop partnerships in the community and to support the school in their efforts to improve student achievement. Currently Morrow Elementary has partnerships with Whole Foods, Dominoes Pizza, McDonalds, Jewish Community Center (JCC) Jamaican Women of Florida (JWOF), United Way of Broward County, Barnes and Nobles, Home Depot and Counseling, Mediation, Education, Treatment (CMET) Whole Foods has programs for teachers and students to promote healthy eating choices. They also work with students to develop sustainable resources through a gardening project. Dominoes supports fundraising and school spirit allowing the school to purchase resources that are used for targeted

intervention. JCC provides after school activities for students and provides incentives for students. JWOF provides school supplies for students and members of the organization participate in reading activities with students. McDonalds has programs with appearances from Ronald McDonald with themes such as making friends and making the right choices. This helps the school support students' social-emotional growth. Barnes and Noble has a teacher program that offers discounts and free teaching materials that teachers use in their teaching instruction. Home Depot supports our school's Science, Technology, Engineering and Math program by providing resources students use to engage in hands-on, real-world tasks. CMET provides counseling to students and parents. Once parent consent is obtained, counselors meet with students as needed and work collaboratively with teachers and parents to address social and emotional needs.

Part V: Budget

Total:

\$239,613.75