

Duval County Public Schools

# Carter G. Woodson Elementary School



2018-19 Schoolwide Improvement Plan

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## Carter G. Woodson Elementary School

2334 BUTLER AVE, Jacksonville, FL 32209

<http://www.duvalschools.org/woodson>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Duval 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.

Our mission at Carter G. Woodson Elementary is to provide a safe and civil environment with an emphasis on rigorous standards-based curriculum and student inquiry, integrated with grade specific medical themes, laying a foundation for students to pursue academic excellence and become life-long learners.

#### Provide the school's vision statement.

At Carter G. Woodson Elementary, the school, home, and community will work together to provide a safe and successful academic environment, which is committed to assisting in the social, scientific, and technological development of each student while preparing them to become productive and literate citizens of society.

### School Leadership Team

#### Membership

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

Name	Title
Clayton, Brandon	Principal
Thomas, Dione	Assistant Principal
Frazier-Nembhard , Erika	Instructional Coach
Kozlowski, Megan	Instructional Coach
Haynes, Jacqueline	School Counselor
Noble, Lynet	Teacher, ESE
Brown, Brenda	Teacher, K-12
Cooper, Tiffany	Teacher, K-12
Willis, Chantell	Teacher, K-12
Grelle, Rachel	Teacher, K-12
Richards, Nzinga	Teacher, K-12
Harris, Lajona	Teacher, K-12

#### Duties

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

Brandon Clayton, Principal/Dione Thomas, Assistant Principal: Provides a common vision for the use of data-based decision making; ensure that the school-based team is implementing the core content standards/programs and RtI; conducts assessment of Core Curriculum RtI skills of school staff; ensure implementation of intervention support and documentation requirements; ensures adequate professional development to support core content standards/programs and RtI implementation.

Erika Frazier-Nembhard, Math Coach: Provides math instructional support to all teachers, as well as conducts PLC's based on both teacher and student need. Supports teachers by assisting with

analyzing data, model lessons, and coaching cycles.

Megan Kozlowski, Reading Coach: Provides Reading/Writing instructional support to all teachers, as well as, conducts PLC's based on both teacher and student need. Supports teachers by assisting with analyzation of data, model lessons, and coaching cycles.

Team Leaders: K-Lajona Harris, 1-Chantell Willis, 2-Brenda Brown, 3-Nzinga Richards, 4-Kenneth Ford, 5-Ashlen Williams-McCary- Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Early Warning Systems**

**Year 2017-18**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	3	11	44	45	18	0	0	0	0	0	0	0	121
One or more suspensions	0	1	8	12	18	8	0	0	0	0	0	0	0	47
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	11	23	14	0	0	0	0	0	0	0	48

**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	5	11	23	14	0	0	0	0	0	0	0	54

**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	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	5	5	3	0	0	0	0	0	0	0	13

**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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	9	23	37	18	17	0	0	0	0	0	0	0	106
One or more suspensions	1	5	11	15	7	4	0	0	0	0	0	0	0	43
Course failure in ELA or Math	3	3	5	6	2	1	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	20	26	35	0	0	0	0	0	0	0	81

**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	13	33	52	26	25	0	0	0	0	0	0	0	152

**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	2	9	23	37	18	17	0	0	0	0	0	0	0	106
One or more suspensions	1	5	11	15	7	4	0	0	0	0	0	0	0	43
Course failure in ELA or Math	3	3	5	6	2	1	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	20	26	35	0	0	0	0	0	0	0	81

**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	13	33	52	26	25	0	0	0	0	0	0	0	152

**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 in which Carter G. Woodson performed the lowest is Math Lowest performing quartile at 29%.

**Which data component showed the greatest decline from prior year?**

The data component that showed the greatest decline from 2016-2017 to 2017-2018 was ELA Lowest performing quartile with a 31 percentage point decrease.

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

The data components with the biggest gap when compared to the state average are ELA Proficiency (31% school/56% State) and Math Proficiency (37% school/62% state).

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

Science showed the most improvement this year. Carter G. Woodson increased from 15% to 38% proficiency.

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

- \*Carter G. Woodson had a dedicated Science teacher that taught Science with fidelity.
- \*The district provided consistent instructional support for our Science teacher.

**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	31%	50%	56%	28%	46%	52%
ELA Learning Gains	46%	51%	55%	43%	49%	52%
ELA Lowest 25th Percentile	36%	46%	48%	42%	45%	46%
Math Achievement	37%	61%	62%	38%	57%	58%
Math Learning Gains	42%	59%	59%	42%	60%	58%
Math Lowest 25th Percentile	29%	48%	47%	39%	49%	46%
Science Achievement	38%	55%	55%	23%	49%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	3 (9)	11 (23)	44 (37)	45 (18)	18 (17)	121 (106)
One or more suspensions	0 (1)	1 (5)	8 (11)	12 (15)	18 (7)	8 (4)	47 (43)
Course failure in ELA or Math	0 (3)	0 (3)	0 (5)	0 (6)	0 (2)	0 (1)	0 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (20)	23 (26)	14 (35)	48 (81)

**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	20%	50%	-30%	57%	-37%
	2017	25%	51%	-26%	58%	-33%
Same Grade Comparison		-5%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	42%	49%	-7%	56%	-14%
	2017	49%	52%	-3%	56%	-7%
Same Grade Comparison		-7%				
Cohort Comparison		17%				
05	2018	37%	51%	-14%	55%	-18%
	2017	28%	48%	-20%	53%	-25%
Same Grade Comparison		9%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	59%	-31%	62%	-34%
	2017	28%	62%	-34%	62%	-34%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	38%	60%	-22%	62%	-24%
	2017	49%	64%	-15%	64%	-15%
Same Grade Comparison		-11%				
Cohort Comparison		10%				
05	2018	41%	61%	-20%	61%	-20%
	2017	49%	57%	-8%	57%	-8%
Same Grade Comparison		-8%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	56%	-20%	55%	-19%
	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	9	18		14	20						
BLK	31	47	36	35	42	30	37				
FRL	30	47	35	35	43	30	36				



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	21	47		9	41	55					
BLK	34	56	67	41	59	44	14				
FRL	32	52	67	38	58	41	15				

### 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**

<b>Title</b>	Math Lowest Performing Quartile
<b>Rationale</b>	A review of the Math FSA data from 2017-2018 school year showed that only 29% of our students made a year's growth. This is a 15% decrease from the previous year.
<b>Intended Outcome</b>	To increase the proficiency by 10% and increase student growth by 18% with the overall student population. Focusing on the Lowest Performing Quartile and ESE students.
<b>Point Person</b>	Dione Thomas (thomasd11@duvalschools.org)

**Action Step**

<b>Description</b>	<ul style="list-style-type: none"> <li>*Teachers will prioritize the curriculum and create FSA style exit tickets and assessments.</li> <li>*Weekly Common Planning with Math Coach and Administration Team.</li> <li>*Analyze Data Weekly (i-Ready, mid- and end of module assessments, exit tickets, etc....) to create instructional next steps.</li> <li>*Coaching Cycles will be utilized to support beginning and struggling teachers.</li> <li>*The Math coach and Assistant Principal will target the LPQ students utilizing the Florida Everglades, MAFS i-Ready Books, and ACALETICS.</li> <li>*Teachers will also provide additional small group instructional time by implementing a strategic plan throughout the year.</li> <li>*K-5th Grade students will utilize the software program Reflex Math to increase basic math facts fluency.</li> <li>* The math coach will support teachers and work with small groups.</li> </ul>
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<b>Person Responsible</b>	Erika Frazier-Nembhard (frazier-nembharde@duvalschools.org)
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**Plan to Monitor Effectiveness**

<b>Description</b>	<ul style="list-style-type: none"> <li>*Analyze Data Weekly ( i-Ready, mid and end of module assessments, exit tickets, quik piks, and monthly math scrimmages etc....)</li> <li>*Progress will be monitored through observations, as well as, data analysis.</li> <li>*Lesson Plans, PLC agendas, completion of activities, and continued professional development to prioritize the curriculum and create FSA style assessments and exit tickets.</li> <li>*Implement frequent data chats with students and teachers.</li> </ul>
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<b>Person Responsible</b>	Erika Frazier-Nembhard (frazier-nembharde@duvalschools.org)
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<b>Activity #2</b>	
<b>Title</b>	ELA Lowest Performing Quartile
<b>Rationale</b>	The 2017-2018 ELA FSA data, showed a 31 percent decrease from the previous school year with the students in the Lowest Performing Quartile.
<b>Intended Outcome</b>	The intended outcome is to increase the ELA proficiency by 10% and increase the student growth by 10% with our overall student population. Focusing on the students in the Lowest Performing Quartile and our ESE population.
<b>Point Person</b>	Brandon Clayton (claytonb@duvalschools.org)
<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>*Teachers will prioritize the curriculum and create FSA style exit tickets and assessments. Saxon and FCIM implemented with fidelity.</li> <li>*Weekly Common Planning with the Reading Coach and Administrative Team.</li> <li>*Analyze Data Weekly (I-Ready, Achieve3000, mid and end of unit assessments, exit tickets, etc....) to create instructional next steps.</li> <li>*Coaching Cycles will be utilized to support beginning and struggling teachers.</li> <li>*The Reading Interventionist will target the LPQ students utilizing the Leveled Literacy Intervention kits.</li> <li>*Teachers will also provide additional interventions during the ELA block in grades 3-5 using the corrective reading program.</li> <li>*Students will utilize the Reading Naturally program to increase Reading Comprehension Skills.</li> <li>*Two retired certified reading recovery teachers will support 1st through 3rd grade teachers and work with small groups with the utilization of LLI.</li> <li>*SAXON will be taught to all K-2 grade students with fidelity.</li> </ul>
<b>Person Responsible</b>	Megan Kozlowski (kozlowskim@duvalschools.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>*Analyze Data Weekly ( I-Ready, Achieve3000, mid and end of unit assessments, exit tickets, etc....)</li> <li>*Saxon will be monitored through observations, as well as, data analysis.</li> <li>*Lesson Plans, PLC agendas, completion of activities, and continued professional development to prioritize the curriculum and create FSA style assessments and exit tickets.</li> <li>*Implement frequent data chats with students and teachers.</li> <li>*Utilize corrective reading assessments in grades 3 through 5.</li> </ul>
<b>Person Responsible</b>	Megan Kozlowski (kozlowskim@duvalschools.org)

**Activity #3**

<b>Title</b>	Student Behavior
<b>Rationale</b>	After reviewing our discipline data from the 2017-2018 school year, in reference to discipline infractions, the data shows that our population of students exceeded the districts target goal by 93% for level I referral infractions, 48% for level II referral infractions, and by 74% for level III referral infractions.
<b>Intended Outcome</b>	The intended outcome is to decrease the number of level I, II, and III referral infractions by 50%. In doing so, this will remediate the high percentage of in-school and out-of-school suspensions thus contributing to an overall decrease in the number of students that miss 20 days or more of classroom instruction and intervention.
<b>Point Person</b>	Dione Thomas (thomasd11@duvalschools.org)

**Action Step**

<b>Description</b>	<p>*Teachers will follow the designated school-wide discipline plan</p> <p>*Behavior interventionist will create and facilitate purposeful interventions identified as beneficial to our population of students.</p> <p>*The interventionist will guide and promote the implementation of Sanford-Harmony which is a social-emotional teaching program that cultivates strong classroom relationships between all students. It also focuses on enhancing how students communicate, cooperate, connect, embrace diversity, and resolve conflict. Calm Classroom will also be utilized in the classroom which allows students to practice wellness techniques in a safe and structured environment.</p> <p>*The behavior interventionist will also facilitate restorative justice practices and supports with students and teachers. In addition to the curriculum and restorative justice, they will also establish an incentive plan promoting in class participation that will decrease the amount of infractions committed by students throughout the school year.</p>
<b>Person Responsible</b>	Dione Thomas (thomasd11@duvalschools.org)

**Plan to Monitor Effectiveness**

<b>Description</b>	<ul style="list-style-type: none"> <li>• Behavior interventionist will Analyze data weekly</li> <li>• Present data to the instructional and behavioral support team weekly</li> <li>• Present data to staff at P.B.I.S meetings Monthly</li> <li>• Create attainable goals based on the discipline data</li> <li>• Modify goals and targets based on data analysis as needed</li> <li>• Decide next steps based on the data in order to support areas of growth</li> </ul>
<b>Person Responsible</b>	Dione Thomas (thomasd11@duvalschools.org)

<b>Activity #4</b>	
<b>Title</b>	Developing Teachers and Instructional Support Staff
<b>Rationale</b>	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
<b>Intended Outcome</b>	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
<b>Point Person</b>	Brandon Clayton (claytonb@duvalschools.org)
<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades;</li> <li>o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;</li> <li>o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process.</li> <li>o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.</li> </ul>
<b>Person Responsible</b>	Brandon Clayton (claytonb@duvalschools.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>*Frequently following up after each coaching cycle with the teachers and the students.</li> <li>*Increased student achievement and student performance</li> <li>*Observational data: positive learning culture, standard based instruction</li> </ul>
<b>Person Responsible</b>	Brandon Clayton (claytonb@duvalschools.org)

## 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.**

Increased Parental Involvement from the stand point of consistency. We changed our delivery method by allowing parents the opportunity rotate around the school and participate in center activities that are run by teachers, instead of participating in the lecture style presentation of materials. We also linked student performances to Parent Nights as well. We use a text messaging system, a telephone messaging

system, our school marquee and school website to post messages about school information, meetings, announcements and information about instruction. We do this to keep parents informed in a non-traditional way and persuade parents to view the school as a partner in education. We also send Tuesday folders home every Tuesday so that parents can receive adequate information about school events and parent engagement opportunities.

#### **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.**

In order to meet the social-emotional needs of all students, we have several personnel and systems in place to support character development and emotional balance with our students. In addition to systems and support from the school counselor, we also have an on site school therapist provided through full service schools. We continuously assess students social and emotional needs ensuring we have resources in place to help quickly resolve student support issues. The school counselor schedules school check up measures, identifies students needing additional support, and follows through with parents consistently. Consistent use of Sanford Harmony which is a social emotional curriculum that helps to enrich student development and Calm Classroom which allows students the opportunity to practice wellness techniques in a safe and structured environment.

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

The strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another starts first with assessing the needs of the incoming and outgoing students but also looking at the data trends with each cohort as they move throughout the grade levels. With the changing educational demands, it is important that we not only know what our students come to us equip with, but we also need to know what the expectations will be once they leave Carter G. Woodson. In order to implement the needed support of our incoming students, communication with the parents and the community is imperative to social and emotional needs. Academically the base of education allows us to foster oversight strategies that are effective

Carter G. Woodson Elementary School has implemented a Pre-K Program for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 funds. This allows us to tailor a program that reaches our youngest learners. Currently, the enrollment for Pre-K is 20 and both parents and students must adhere to Pre-K's policies. Students who master the Pre-K objectives (academic and social) are proven to have a successful transition into an elementary program.

Within the first 30 days of enrollment, Kindergarten students are given an assessment: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS).

#### **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.**

Common Planning: Teachers meet with coaches and administration during their Instructional Grade Level Meetings to discuss curriculum and students. They will determine which students are not

responding to the core curriculum and other supplemental curriculum pieces. Additional support information could be used for Tier 2 interventions. Teachers will consistently intervene every 2 weeks and provide updates on student progress by analyzing the data collected. The group would then come up with additional curriculum materials to use for Tier 3 interventions in addition to Tier 2 interventions that are already in place. Tier 3 interventions would be administered and data would be collected over time. The group would look at the data collected to determine if the Guidance Counselor and VE Teacher would need to start the MRT Process.

SIP: The School Improvement Planning Team divides the prior year's SIP into different sections based off of the team members experience and content area. The team member is responsible for analyzing the goals and strategies- did we achieve the goal? Did the strategy work? Do we need a new strategy based on achievement or failure of the goal? Once team member completes their section, it is brought to the School Improvement Team for analysis. They look at the implementation of the strategy, monitoring of the strategy, resources, and barriers. Once that has been done the rest of the plan (non-content areas) will be put together. Mid-year review of the SIP is done and presented to SAC and Community Partners.

Additional Supplemental Resources:

\* For ELA we will be using Corrective Reading in grades 3 through 5 on all students scoring a level B1, B2, or C. This program will be used 5 days a week for 45 minutes per day. Classroom teachers, reading coach, and trained paraprofessionals who attended the corrective reading training will be implementing the program efficiently. We will also have 2 tutors (retired Reading Recovery teachers) that will be working with students in grades 1-3 that are performing below grade level. They will be using the Leveled Literacy Intervention Program 3-4 times per week 45 minutes per session.

\* For Math we will be using ACALETICS in grades 2 through 5. This program will be implemented by the classroom teachers for all students, 30 minutes a day 5 days a week.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part D

District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also refer families to Ribault Family Resource Center.

SAI- Funds are used to provide additional tutoring to our At-Risk students in grades 3rd-5th.

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

As a medical magnet school, we have partnered with other medical magnet schools, elementary as well as middle schools, to gain expertise and perspective on what our students can expect in attending a medical magnet elementary but also what they can expect attending a medical magnet middle school. The vision and mission of the administrative team involves a focus on partnerships with business, industry, and community organizations that suits the needs of the forward progress of programs and initiatives for the students.

We partner with the neighborhood middle schools to provide "Transition to Middle School" field trips that expose our students to the next level of learning which is a result of a collaboration between elementary and middle school faculty and administration.

We invite community members of the medical and medical affiliated profession to talk about their jobs and the skills needed to be successful in that career area. We also open our invitations to other professions as we assess the needs and desires of the students (military, JEA, JTA, Supervisor of Elections, etc.).

<b>Part V: Budget</b>	
<b>Total:</b>	<b>\$193,586.25</b>