

Suwannee County Schools

Suwannee Springcrest Elementary



2018-19 Schoolwide Improvement Plan

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Suwannee Springcrest Elementary

1419 WALKER AVE SW, Live Oak, FL 32064

sis.suwannee.k12.fl.us

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	48%

School Grades History

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

School Board Approval

This plan is pending approval by the Suwannee 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.

Suwannee Intermediate School will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

Provide the school's vision statement.

Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success.

School Leadership Team

Membership

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

Name	Title
Beach, Jennifer	Principal
Eakins, Joe	Assistant Principal
Stevens, Wendy	Instructional Coach
Harrell, Leah	School Counselor
Cherry, Keith	Dean

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 will collaboratively plan and provide instructional leadership and shared decision making. They will ensure that the entire faculty and staff maintain high expectations for every student by providing opportunities for collaboration, participating in professional learning communities, data chats, and through relevant professional development.

The principal, Jennifer Beach, serves as the instructional leader by communicating the school's vision and high expectations for all students. She practices shared decision making by collaborating with the leadership team, teacher team leaders, action (committee) teams, during PLCs, and with parents and community members during SAC meetings. It is her responsibility to ensure the SIP action steps are implemented and monitored. She actively takes part in data analysis and serves on the MTSS team as well as supports teachers and students by gathering information, materials, resources, and plans the needed professional development to support high quality instruction aligned to the standards. Mrs. Beach will also schedule daily walk-throughs and complete specific employee evaluations.

The assistant principal, Joe Eakins, serves in the supporting role assisting the principal with the above responsibilities as well as focusing on monitoring non-instructional personnel, the management of SIS physical building needs, and the supportive environment. Mr. Eakins serves as the lead of the CHAMPS and Safety Action Team collaborating with other members of the leadership team and teachers establishing a safe and secure learning environment for all students. He will take the lead in the implementation of restorative practices (Rufus Lott), a comprehensive alternative approach that promotes a positive school climate building and sustaining meaningful relationships between and

among educators and students. Additionally, Mr. Eakins will be responsible for daily walk-throughs and completing specific employee evaluations

The instructional coach, Wendy Stevens serves on the leadership team to help build teacher capacity and their understanding of instructional practices as related to the standards and data driven instruction. She is responsible for ensuring high-quality instruction in classrooms through modeling and/or co-planning. Additionally, she assists teachers with resources, materials, tools, and information to support classroom instruction and planning, including new resources. She will also promote reflection and provide guidance to new teachers. Mrs. Stevens will actively collaborate and analyze data with teachers to reflect, plan, and make instructional decisions to meet students' needs during MTSS meetings and PLCs.

The guidance counselor, Leah Harrell serves as a school leader by coordinating the Response to Intervention and MTSS process. She leads and manages student Individual Educational Plans, 504 meetings, and facilitates planning for the ELL students. Additionally, she meets and collaborates with the leadership team on strategies, programs, and counseling needs to ensure we provide a supportive environment for all students (emotionally, socially, as well as academically). Mrs. Harrell also works on the master schedule to strategically place the students. She is responsible for implementing and monitoring the SCSD's policy on bullying. She will also provide instruction to students on bullying, assess students in the RTi process, and providing individual counseling sessions as warranted.

The dean, Keith Cherry serves as a school leader by assisting the principal and assistant principal in maintaining a positive school climate and culture of character within the school. He assists the leadership team in establishing high standards of conduct and a safe and secure learning environment for all students. Additionally, he serves on the CHAMPS and Safety Action Team with administrators and teachers. Mr. Cherry administers appropriate discipline to students as outlined in the Student Conduct and Discipline Code, He also works with the guidance counselor to implement and monitor SCSD/s policy on bullying. He will assist the assistant principal and be instrumental in the implementation of restorative practices to improve students' social and emotional well-being, reducing harmful behavior and preventing and resolving conflicts.

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	0	0	0	75	82	0	0	0	0	0	0	0	157
One or more suspensions	0	0	0	0	51	64	0	0	0	0	0	0	0	115
Course failure in ELA or Math	0	0	0	0	41	58	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	0	157	144	0	0	0	0	0	0	0	301

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	0	0	79	97	0	0	0	0	0	0	0	176

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

Date this data was collected

Wednesday 8/1/2018

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	0	0	0	0	64	65	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	46	59	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	0	95	131	0	0	0	0	0	0	0	226

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	0	0	45	72	0	0	0	0	0	0	0	117

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	64	65	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	46	59	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	0	95	131	0	0	0	0	0	0	0	226

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	0	0	45	72	0	0	0	0	0	0	0	117

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 lowest data component was: Math Gains in the Lowest 25th Percentile. Suwannee Intermediate School (SIS) was 19%. This was down 25 percentage points (44%) from the previous year. It was 3% below the District and 28% below the State average. The year prior, SIS had 43% Gains in Math Lowest 25th Percentile. It was not a trend.

Which data component showed the greatest decline from prior year?

The Math Gains in the Lowest 25th Percentile was 19% which showed the greatest decline from 2017 down 25 points from the previous year- 44%. The year prior (2016), SIS had 43% Learning Gains in Math Lowest 25th Percentile.

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

Again, the component that had the biggest gap when compared to the state average was the Math Gains in the Lowest 25th Percentile. The State performance in Math Gains in Lowest 25th Percentile was 47% which is a 28 point gap compared to the 19% at SIS.

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

The data component that showed the most improvement was Science Achievement. The current year was 37% that scored at or above Level 3. The prior year SIS had 32% at or above Level 3 which showed a 5% increase. This was not a trend as the year before last (2016) SIS had 50% of the students score at or above Level 3 in Science.

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

Teachers collaboratively planned together using the standards and the Science Test Item Specifications. They also monitored students progress on Performance Matters. The District Science Coach also spent time co-planning and supporting the teachers. Supplemental materials aligned to the standards (Coach) was also purchased.

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	45%	53%	56%	44%	47%	52%
ELA Learning Gains	46%	63%	55%	48%	51%	52%
ELA Lowest 25th Percentile	37%	38%	48%	41%	36%	46%
Math Achievement	41%	55%	62%	45%	49%	58%
Math Learning Gains	35%	54%	59%	50%	57%	58%
Math Lowest 25th Percentile	19%	22%	47%	43%	39%	46%
Science Achievement	37%	48%	55%	38%	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	0 (0)	0 (0)	0 (0)	0 (0)	75 (64)	82 (65)	157 (129)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	51 (1)	64 (4)	115 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	41 (46)	58 (59)	99 (105)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	157 (95)	144 (131)	301 (226)

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					
	2017					
Cohort Comparison						
04	2018	41%	46%	-5%	56%	-15%
	2017	39%	42%	-3%	56%	-17%
Same Grade Comparison		2%				
Cohort Comparison		41%				
05	2018	47%	48%	-1%	55%	-8%
	2017	41%	43%	-2%	53%	-12%
Same Grade Comparison		6%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018	35%	40%	-5%	62%	-27%
	2017	50%	52%	-2%	64%	-14%
Same Grade Comparison		-15%				
Cohort Comparison		35%				
05	2018	45%	47%	-2%	61%	-16%
	2017	42%	45%	-3%	57%	-15%
Same Grade Comparison		3%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	40%	-4%	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	21	37	32	18	28	16	24				
ELL	29	48	37	27	31	19	12				
BLK	28	37	29	25	26	24	27				
HSP	43	51	43	38	34	18	29				
MUL	38	39		33	29		33				
WHT	53	48	41	48	39	19	43				
FRL	42	44	36	37	34	20	34				

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	13	37	34	19	34	29	5				
ELL	19	45	46	26	51	44	6				
BLK	25	47	46	31	48	41	18				
HSP	35	48	42	40	53	36	23				
MUL	31	38		27	46		15				
WHT	51	52	44	58	62	48	41				
FRL	36	48	42	41	52	41	23				

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	Additional Instruction/Remediation in ELA, Math, Science
Rationale	SIS will provide additional instruction, remediation, and resources appropriately challenging and supportive to meet the individual needs of all students. SIS students will be successful if provided with supports and curriculum that is implemented with fidelity.
Intended Outcome	Decrease the percentage of students with significant learning deficits in ELA and math using the iReady Diagnostic. Increase the percentage of students with learning gains in FSA ELA and FSA Math. Increase the percentage of students scoring Level 3 or higher on FSA ELA , FSA Math, and Florida Statewide Science Assessment (FSSA)
Point Person	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Action Step	
Description	Provide differentiated instruction during Team Time to support different learning needs including background knowledge, experiences, culture, and language. Implement the iReady interventions (Phonics for Reading and Teacher Toolbox lessons) with fidelity. Provide an additional alternative language literacy program (Lexonik Leap) to support students who require help to develop basic literacy skills. This program will also address common language barriers faced by ELL students. Provide an additional alternative literacy program (Lexonik) to improve decoding, vocabulary, and comprehension to raise literacy levels for any student. This program also addresses on and above level learners. Hire two paras to train on Lexonik and Lexonik Leap to teach (prescriptive intensive teaching) identified students. Provide math teachers with VersaTiles small group kits. VersaTiles combines the challenge of a puzzle with the purposeful practice of an activity book, and this new version contains new, standards-aligned color content that encourages students to explore. It is designed to reinforce skills with specific activities allowing teachers to differentiate their classroom instruction. Provide an additional software program for students in the lowest quartile to practice ELA, math, and science standards before school in the computer lab (Flocabulary and Education Galaxy).
Person Responsible	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Monitor Team Time with Walk through Observations and student progress on iReady RTI Report. Monitor Lexonik and Lexonik Leap with reports provided and transferred knowledge on other assessments (iReady). Monitor the software using the reports embedded in the program and observation of lab work and usage.
Person Responsible	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Activity #2	
Title	Quality of Instruction
Rationale	<p>If Suwannee Intermediate School (SIS) implements high-quality instruction that is based on: grade-level standards, is meaningful and relevant, engaging, differentiated, data driven, research and evidence based, then, students will learn and be able to apply their knowledge and skills. SIS students will improve and excel both academically and socially. SIS teachers, staff, and students will support the core theme and motto based on the vision and mission:</p> <p>Core theme: Excite. Engage. Excel. SIS Motto: Dream Big. Aim High.</p>
Intended Outcome	<p>The percentage of SIS students that score Level 3 or higher on FSA ELA, FSA Math, and FSSA (Science) will increase.</p> <p>The percentage of SIS students that show learning gains on the FSA ELA and FSA Math will increase including students in the lowest quartile.</p>
Point Person	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Action Step	
Description	<p>High expectations for all students.</p> <p>Teachers will post a consistent, common, standard board configuration for all core subjects.</p> <p>Teachers will clearly communicate the learning objective goals aligned to the standard.</p> <p>Teachers will participate in the monthly engagement focus PD.</p> <p>Teachers will participate in PD for UDL and scaffolding/differentiation to learn strategies that will help meet the needs of all students.</p> <p>Teachers will participate in collaborative common planning for subject area teachers and co-teachers.</p> <p>Teachers will participate in after-school PD for Writing.</p> <p>Administrative team will participate in PLCs and Data Chat meetings (admin-teacher, admin-students).</p> <p>Teachers will implement research-based instructional practices and strategies.</p>
Person Responsible	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Daily Walk-Throughs based on a weekly/bi-weekly focus by administrators.</p> <p>Evidence of a standard board configuration with common components posted in all classrooms.</p> <p>Implementation of engagement strategies, increased student discourse, collaboration, and UDL implementation (documented by lesson plans and observed during walk-throughs).</p> <p>Tier 2 and Tier 3 Monthly MTSS meetings to review student progress and plan for success.</p> <p>Monthly agendas, minutes, notes on data driven decisions, and next steps from PLC meetings.</p> <p>Lesson plans with evidence of collaborative planning.</p>
Person Responsible	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Activity #3	
Title	Parent Engagement and Community Support
Rationale	Schools that involve parents and community members form a partnership to improve the school by engaging in the work of strengthening student learning, supporting the families, building community support, and increase student achievement and success. With the assistance of outreach efforts by school staff, Suwannee Intermediate School will strengthen parent engagement and community support.
Intended Outcome	Strengthen Parent Involvement: Increase the number of parent volunteers, SAC and APT active members, and business partnerships. Increase the number of students that achieve Level 3 or higher on the FSA ELA and FSA Math; and the FSSA. Increase the percentage of students making learning gains in ELA and Math.
Point Person	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Action Step	
Description	Begin Suwannee Intermediate School (SIS) outreach prior to the start of school. Invite community and business members to the SIS "It Takes a Village" Luncheon. Reach out to new business partners and community members to join the School Advisory Council (SAC).. Personally invite parents to join and attend SAC Personally invite community and business partners to school events. Invite families to use school media center and computer labs (during scheduled after-school times) at least twice a month. Implement Parent Nights that students can share curriculum, learning, and programs they utilize at school. Increase modes of school-home communication (SIS website, Social Media-Facebook, Monthly Newsletters, Student Agendas, Remind 101, etc.) Schedule after hours teacher-parent conferences. Provide parents with resources to check out (to include Chromebooks, VersaTiles Home Kits, etc.) to support additional learning at home.
Person Responsible	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Sign in sheets from SAC, volunteer log, and school activities. Increase the SAC membership to include more parents, community and business members. Increased number of approved school volunteer applications and classroom volunteers. Increased number of teacher-parent contacts (conferences-in person, phone-log).
Person Responsible	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Activity #4	
Title	Supportive Environment - EWS
Rationale	Children need to feel safe and supported. A healthy, safe, and supportive learning environment promotes innovation, inquiry, and risk taking enabling students to learn and be successful. A supportive environment with systems and routines that are consistently in place promotes learning and decreases interruptions due to off task behaviors.
Intended Outcome	Suwannee Intermediate School (SIS) is safe and orderly where all students feel valued. Teachers have high expectations for all students. Students are supported by the teachers, staff, administrators and peers. Students have access to the physical environment to support learning and independence. Classroom routines and school systems facilitate student responsibility, ownership, and independence. Students will take responsibility in their learning and know their own data. The number of students with suspensions will decrease.
Point Person	Joe Eakins (joseph.eakins@suwannee.k12.fl.us)
Action Step	
Description	Teachers and staff will build positive relationships and trust with the students. Classroom instruction will include engagement activities that support the whole child (behaviorally, physically, socially-emotionally, and academically). Systems of school-wide routines will be implemented with consistency (i.e. CHAMPS). A comprehensive alternative approach that promotes a positive school climate building based on Rufus Lott's Restorative Practices will be implemented. Rufus Lott will facilitate PD for staff and faculty on the core of restorative practices. Students will participate in assemblies that promote kindness, caring, and respectful traits as well as positive behavior. School-wide Data Chats will be implemented (Administrator-teacher, teacher-student, teacher-parent, teacher-teacher) ongoing each nine weeks. Classroom discourse and interactions will reflect high expectations and beliefs that value all students and their individual capabilities. Teachers will consistently follow the systems and routines in the CHAMPS program and implement new learning from the Restorative Practices PD. The School Leadership Team will identify the students in the lowest quartile (lowest 30% in ELA and Math) and each mentor will have ongoing data chats with a specified group of these students each quarter.
Person Responsible	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	SIS Monthly Engagement Focus will be implemented during monthly PLCs. Principal Staff bi-weekly Newsletter will reflect focus strategies. Classroom Walk-throughs will be based on bi-weekly focus look-fors. PD will be provided on engagement strategies to include Universal Design for Learning implementation. Teacher Team PLCs will meet to evaluate data to drive instructional needs. Committee Action Teams will be implemented with members from each team to problem solve content area needs (ELA/Literacy, Math and Science, SAC,etc. Agendas and minutes; next steps, etc will be collected.). The CHAMPS program of systems and routines will be monitored school-wide.

Monitor students' progress on iReady Reading and Math Diagnostics, Write Score, and Science Performance Matters through data analysis and data chats.
Track progress of the students in the lowest 30% on the data wall in the PLC room, IHOP (Intermediate House of Problem Solving).
Monitor EWS for discipline and attendance.

Person Responsible Jennifer Beach (jennifer.beach@suwannee.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.

Communication with parents is essential to the success of the school. Parent involvement beyond conversation at SIS includes volunteering at school events and participating in monthly SAC and ATP meetings.

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.

The school counselor, the nurse, and the behavior support team ensures the social-emotional needs of students are met by providing counseling, and incorporating a social emotional learning curriculum with specific students that have additional needs. References may come from teachers, paraprofessionals, administration, or anyone that may have a concern. The counselor also refers students to outside agencies for additional support. The school support team meets regularly to discuss needs of the students.

We are contracted with various community counseling programs as well.

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

The elementary schools in Suwannee County are divided up by every two grade levels. It would be most effective if Suwannee County had traditional K-5 elementary schools. That said, the principals collaborate and coordinate scheduling and programs. Matriculation meetings are held to discuss exceptional education students and students in the MTSS process.

Student profile information forms are shared from school to school to assist with transition and placement.

Upcoming (4th grade) students visit the school for an orientation and tour in May each year.

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.

Each grade level (4th and 5th) consists of 3 or 4 teams. Each team per grade level is dedicated to servicing either ELLs, IEPs, or 504s. Each of those individual groups consists of 4-5 teachers per team. Due to this grouping, the ESE and paraprofessional support for each specific group is able to spend more time with their targeted group of students because they are only having to divide their time between 4-5 teachers, rather than 14-15 teachers. Forty minutes of the school day is dedicated to intervention time, "Team Time" (ELA/Math). Phonics and vocabulary are a focus in ELA and multiplication facts is the focus in math this year. Curriculum supporting phonics and vocabulary has been provided to each teacher, as well as, additional district support from the math coordinator. The students (according to FSA scores) that were proficient in this area will work on enrichment activities. These are fluid groups and are constantly changing according to the needs of each individual student.

Federal funds (Title 1) provide for staffing of paraprofessionals in the ESE department to meet individualized needs of students.

Federal funds (Title 1, Part C) provide for paraprofessionals to provide instructional support for the students who qualify as Migrant students.

Federal funds (Title II) provide for professional development resources.

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

Many business and community members are guest speakers at SIS. Teachers utilize guest speakers to enrich the content and help students see real-world connections. During Celebrate Literacy Week, district and community leaders from all types of work and services visit the classrooms to read and share information about their profession.

The Student Government Association (SGA) also participates in community service projects each year to learn and contribute to their community.

High school students visit SIS and have partnered with our students on various school events.

This year, we hope to include some visits from students that attend college.

Part V: Budget

Total:	\$297,416.32
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