

Volusia County Schools

Turie T. Small Elementary School



2019-20 Schoolwide Improvement Plan

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Turie T. Small Elementary School

800 SOUTH ST, Daytona Beach, FL 32114

<http://myvolusiaschools.org/school/turietsmall/pages/default.aspx>

Demographics

Principal: Joy Boyd Walker

Start Date for this Principal: 9/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: C (44%) 2016-17: B (56%) 2015-16: D (40%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	D

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Turie T. Small Elementary family will create an academic, safe, and respectful environment to ensure our children will learn and reach their full potential to compete in our global society.

Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Robinson, Cameron	Principal	School Leader, Instructional leader, county budget, data chats, faculty handbook, internal accounts, hiring, master calendar, oversees administration supervision, duty schedule, payroll, PBIS, staff professional learning, public relations, SAC, SLT Leader, supplement allocations, Title I, SIP process, VSET, school events, school grade
Webb-Moore , Cherise	School Counselor	Guidance Counselor Social Emotional Learning Leader Re-Entry Facilitator PBIS Team Member Behavioral Intervention Facilitator Threat Assessment Contact Outside Counseling Liaison
Milton, Yoder	Instructional Coach	Coaching teachers on best practices Model lessons brainstorm ideas with teachers for lesson enhancements Observe lessons and provide feedback Help troubleshoot management issues Assist with engagement strategies Co-teach a lesson Assist with curriculum design Lead a book study/action research
Coates, Jennifer	Other	Intervention Teacher PTA Vice President
Plowden, Tanece	Teacher, ESE	ESE Resource Teacher PST Chair
Fordham, Monica	Teacher, ESE	ESE Resource Teacher Testing Coordinator DLTL
Smith, Monica	Assistant Principal	Attendance/FTE Data Chats with counselors and /or teachers faculty handbook (with principal) Registration/schedule changes 504 administrator ESE programs ESOL paraprofessionals PST clerical and clinic supervision curriculum and instruction

Name	Title	Job Duties and Responsibilities
		data - schoolwide new bulldog (faculty) meeting gradebook PLC Lead for primary professional learning contact SIP Interns contact staff and student recognitions awards ceremonies quarterly

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	88	79	83	67	67	0	0	0	0	0	0	0	459
Attendance below 90 percent	16	20	14	17	11	4	0	0	0	0	0	0	0	82
One or more suspensions	2	3	0	1	0	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	4	10	10	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	9	20	18	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	0	5	10	10	0	0	0	0	0	0	0	29

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	6	1	1	10	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	4	0	0	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Tuesday 9/3/2019

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	0	0	0	0	0	0	0	0	0	
One or more suspensions	19	17	19	28	9	17	0	0	0	0	0	0	0	109
Course failure in ELA or Math	0	0	0	25	15	11	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	10	9	13	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	6	7	0	10	2	0	0	0	0	0	0	0	27

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	56%	57%	38%	55%	55%
ELA Learning Gains	60%	56%	58%	57%	53%	57%
ELA Lowest 25th Percentile	55%	46%	53%	57%	44%	52%
Math Achievement	56%	59%	63%	54%	62%	61%
Math Learning Gains	65%	56%	62%	67%	58%	61%
Math Lowest 25th Percentile	56%	43%	51%	74%	47%	51%
Science Achievement	36%	57%	53%	43%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	75 (0)	88 (0)	79 (0)	83 (0)	67 (0)	67 (0)	459 (0)
Attendance below 90 percent	16 ()	20 ()	14 ()	17 ()	11 ()	4 ()	82 (0)
One or more suspensions	2 ()	3 (0)	0 (0)	1 (0)	0 (0)	1 (0)	7 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	4 (0)	10 (0)	10 (0)	24 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	9 (0)	20 (0)	18 (0)	47 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	58%	-15%	58%	-15%
	2018	39%	56%	-17%	57%	-18%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	52%	54%	-2%	58%	-6%
	2018	32%	54%	-22%	56%	-24%
Same Grade Comparison		20%				
Cohort Comparison		13%				
05	2019	31%	54%	-23%	56%	-25%
	2018	37%	51%	-14%	55%	-18%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	60%	-1%	62%	-3%
	2018	39%	58%	-19%	62%	-23%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	67%	59%	8%	64%	3%
	2018	44%	60%	-16%	62%	-18%
Same Grade Comparison		23%				
Cohort Comparison		28%				
05	2019	35%	54%	-19%	60%	-25%
	2018	38%	57%	-19%	61%	-23%
Same Grade Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	56%	-23%	53%	-20%
	2018	49%	56%	-7%	55%	-6%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	18	32	31	25	57	50	16				
BLK	41	59	55	55	66	57	33				
HSP	29	50		46	45						
MUL	50			58							
WHT	69	63		65	75						
FRL	45	61	55	57	65	56	37				
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	18	29	25	15	23	24	17				
BLK	40	48	29	43	38	29	55				
HSP	31	27		50	55						
MUL	69			38							
WHT	40			53							
FRL	41	47	39	44	39	38	59				
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	3	33	47	21	52	80					
BLK	33	57	57	49	64	73	36				
HSP	54			69							
MUL	70			80							
WHT	44	36		69							
FRL	37	55	56	53	66	74	44				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

(SWDs) Student's With Disabilities had the lowest performance for the 2018/19 school year. The contributing factors included poor attendance, and behaviors that caused those students to be out of the classroom too often. Many of these students are the same students that showed the lowest performance for the 2017/18 school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the 2017/18 to the 2018/19 school year was 5th grade science. The 5th grade science scores decreased by 23%. Low attendance, high

mobility rate and lack of background knowledge due to low socio economic status are all contributing factors to the low performance in science.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade science had the greatest gap when compared to the state average. The state average was 53%. Our school average was 36% which is a difference of 23%. Overall the 5th grade students at Turie T. for the 2018/19 school year performed in the 30% range for ELA, Math and Science.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was 3rd grade math. There was a 26% learning gain in 3rd grade math. 3rd Grade was departmentalized, where two teachers taught all math to all of the third grade students and two teachers taught all of the science to all third grade teachers. Another action that lead to the increase in the math data, was full time intervention for 3rd grade.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The greatest areas of concern at Turie T. Small elementary is SES, attendance, and student behavior. Our daily average of late students is anywhere between 20 to 50 students that arrive after the first 30 minutes of the school day. Most of them have not had breakfast, and are hungry, so they have to be fed. This causes them to be even later to class even after they arrive. The second area is concern, is classroom behavior. Many of our students that appear on the EWS report have behavior issues which cause them to be out of school often.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Identify Lowest Quartile, place students in small groups for intervention
2. Facilitate Professional Development on Gradual Release
3. Facilitate Professional Development on small group instruction
4. Conduct monthly progress monitoring meetings with all stakeholders to review data to plan instruction
5. create a coaching cycle to support teachers growth in small group instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lowest Quartile in Math Achievement
Rationale	Turie T. Small Elementary' s overall school grade 53% which is a C, or one point away from a "B". Math proficiency was 44%, Learning Gains of 39%, Lowest Quartile was 38%, ESSA Sub-Groups SWD, Black. Our focus this year will be to improve math achievement for our lowest quartile students.
State the measurable outcome the school plans to achieve	Increase math lowest quartile from 38% to 54% which is a total of 6 students
Person responsible for monitoring outcome	Cameron Robinson (clrobin1@volusia.k12.fl.us)
Evidence-based Strategy	Teacher led small group instruction that is aligned to state standards.
Rationale for Evidence-based Strategy	Small group instruction gives teachers a natural opportunity to provide targeted, differentiated instruction for small groups of students. Students are able to get more focused attention from the teacher in areas or skills that they need. According to John Hattie, small group instruction has a .47 effect size
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify the lowest quartile and place those student in small groups for intervention 2. Facilitate professional learning on small group instruction 3. Facilitate professional development on how to effectively implement and use gradual release 4. Use I -Ready Math Diagnostic 1 to establish a baseline 5. Conduct PLC's monthly for data chats, review groups, plan intervention strategies 6. Conduct collaborative planning sessions monthly for all grade levels <p>Monitoring Step: Administration will conduct monthly progress monitoring meetings with all stakeholders to review data to plan instruction.</p> <p>Support for Implementation: The academic coach will support teacher to improve small group instruction</p>
Person Responsible	Cameron Robinson (clrobin1@volusia.k12.fl.us)

#2	
Title	Science FSA Achievement
Rationale	Our area of focus will be to improve the 5th grade FSA science scores. For the 2017/18 our school score for science FSA was a 59% which would equal a "B". for the 2018/19 school year, the science FSA score was a 36% which was a 23% decrease, which would be a "D". The decrease was in each sub group.
State the measurable outcome the school plans to achieve	The goal for the 2019/20 school year, is to increase the 5th grade science FSA achievement by 18%.
Person responsible for monitoring outcome	Cameron Robinson (clrobin1@volusia.k12.fl.us)
Evidence-based Strategy	The evidence based strategy that Turie T. Small administrators and instructional staff will use to improve student engagement and achievement in 5th grade science will be the 5E/ CE Learning Model on academic achievement, retention and scientific process skills.
Rationale for Evidence-based Strategy	The rational for selecting this strategy is to increase and improve student engagement and participation with a hands on minds on approach to learning the scientific process. Students will be able to take ownership of their learning and elaborate with their peers using strategies such as think pair share and lab partners defining the scientific method.
Action Step	
Description	<ol style="list-style-type: none"> 1. All grade levels will be trained on the 5E Model (September 16, 2019) 2. All grade levels will incorporate at least one minds on-hands on activity weekly 3. All 5th grade students will participate in the school science fair 4. Science night for all 5th grade parents and students to learn how to hypothesize and conduct an experiment 5. 5th students will be exposed to science labs, standards, and activities daily 6. District VMT & VST data will be used by 3rd, 4th and 5th grade teachers to do common planning and drive instruction
Person Responsible	Monica Smith (mssmith3@volusia.k12.fl.us)

#3

Title Increase Math Achievement for SWDs (Students with Disabilities)

Rationale For the 2018/19 school year, the SWDs had the largest gap in math achievement for the FSA which was a 25% for SWDs vs non-SWDs at 56%. We will focus on targeted small group instruction for SWDs in order to increase their math achievement.

State the measurable outcome the school plans to achieve Turie T. Small Elementary administrators and teachers will decrease the gap between SWDs and Non-SWDs in math by at least 50%, therefore increasing math achievement for SWDs by 12%.

Person responsible for monitoring outcome Cameron Robinson (clrobin1@volusia.k12.fl.us)

Evidence-based Strategy General education, intervention teachers and separate class ESE teachers will implement and have SWDs follow the same small group instructional model as non-SWDs. John Hattie's effect size is .47.

Rationale for Evidence-based Strategy According to the IDEA and OSEP (Office of Special Education Programs), providing students with disabilities with small group instruction is more effective than whole - class instruction. Breaking the class into groups of 3 to 5 students allows the teacher to differentiate and scaffold the instruction based on the needs to the students in each group for SWDs and non - SWDs.

Action Step

Description

1. Ensure the SWDs receive instruction by highly qualified teachers
2. SWDs in Gen-Ed and separate class receive focused/targeted tier 1 instruction
3. Provide SWDs with Tier 2 and Tier 3 instruction when applicable
4. Provide math instruction to SWDs through Ready Math
5. Conduct PLCs monthly for data chats, review groups, and plan interventions

Person Responsible Cameron Robinson (clrobin1@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Other areas of schoolwide improvement priorities include

1. decreasing the number of out of school suspensions through the use of PBIS strategies, and positive referrals
2. providing a safe school environment for all by increasing communication between teachers, administration and staff serving in a supervisory capacity before and after school
3. Training and implementation of school wide CHAMPS expectations, and classroom management.

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 Schoolwide Improvement Plan 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.

At Turie T. Small Elementary, the leaders strive to be champions of change by encouraging and supporting the instructional staff members to produce better results, day after day, week after week, and year after year. The leaders also find advocates from the community who share their vision of student success. These community members may or may not have a personal stake in the performance of the school, and they do have a genuine belief that the students at Turie T. Small Elementary can and will be successful, productive citizens in our democratic society.

The leadership team at Turie T., along with the SAC committee members, are always looking for new ways to actively involve parents, families, and community members in the many activities throughout the school year. We currently have a school wide Meet the Teacher, Open House,

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.

Turie T. Small has a full time guidance counselor who is available to speak to students, outside counseling agencies, and district wellness team members throughout the day, five days a week. Turie T. Small has partnerships with A Helping Hand, Chrysalis Health, which are two agencies that offer on-site counseling to our students during the school day. The Alpha program is another outside program that is offered to our students, that meets regularly at our school to assist students with their social and emotional growth. We have a mentoring program that includes students from Bethune Cookman College, Embry Riddle University, United Parcel Service and a few retired local individuals. Some of these mentors work with our students in the after school program, some have breakfast with select students on Wednesdays, some eat lunch once a week with chosen students and some participate in classroom activities assisting students with assignments.

The school offers the following non-violence and anti-drug programs:

- The Alpha Program
- Student Mentoring Program
- Crisis Training Program
- Suicide Prevention Program
- Anti-Bullying Program
- Social/Emotional Lessons (Sandford Harmony)

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

For students that are entering at the kindergarten level, Turie T., has a kindergarten visit and orientation day. The students come from surrounding pre-K programs. They visit the school for one day. They are given a tour of the kindergarten classrooms, special area classrooms, and they eat lunch in the cafeteria. They are divided into smaller groups to spend a couple of hours in a kindergarten classroom, where

they participate in engaging academic activities. During their departure, the pre-k students receive a packet of information to take home to their parents. The packet includes, letters, site words, colors, shapes and numbers that they will be learning in the first semester of kindergarten.

The band and dancers of Campbell Middle School are invited to perform for our fifth grade students near the end of the school year. After their performance, the band director and dance director, invite the students to ask questions about the two groups and they strongly encourage the students to join one or the other when they get to middle school. For our students that are advancing to the sixth grade, Turie T. has an award ceremony that is held at mainland high School, which is the school where most of our students will attend high school. The principal of Campbell Middle School, where most of our students will attend 6th through 8th grade, is invited to speak at the end of the year award ceremony.

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.

In June 2019 the SLT met to begin writing the new plan. Our school leadership team then shared the results with the faculty, as well as the SAC on September 12th to review the plan and to receive input for SAC members. Once the final draft of the SIP is created the SAC committee will vote on the implementation. A quorum must be present. The majority vote will rule.

The SAC will participate in a data review of the 2018 - 2019 test scores as well as have input on the goals and strategies for the upcoming school year. Selina Jones (TOA) is responsible for the frequency of the meetings in alignment with Title I requirements. The SAC will meet once per month during the school year. The principal will discuss the strategies and use of resources and invite members to ask questions, and offer suggestions on how effective the resources and strategies are being used. SAC members will also be informed as to the status of the technology and professional development, budget and request for funds at the school. Principal Cameron Robinson, is responsible for the SAC budget, funds, and the use of all resources purchased with SAC funds.

The SAC budget for the year will be reviewed at the first meeting. Any SAC team members will be allowed to ask questions and make suggestions on how the funds should be used. The entire SAC team will vote on the use of funds as required by Title I.

The school's annual budget and plan was initially created by the administrative team then shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

1. The Road To Success - a conference for 5th grade students spending the day listening to and engaging in activities lead and hosted by community leaders in various fields.
2. 5th grade field trip to the ATC to learn about the following careers
 - Automotive Collision Repair and Refinishing
 - Computer Programming and Analysis
 - Interior Design Technology
 - Simulation and Robotics Technology

Wireless Communications

3. 5th grade trip to Bethune Cookman College - to explore different areas of study
4. School wide vehicle day - to learn about the different service vehicles and the people in those careers that use those vehicles on a regular basis
5. School wide book study final day visit from the author to talk about becoming an author, publisher, or illustrator.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest Quartile in Math Achievement	\$0.00
2	III.A.	Areas of Focus: Science FSA Achievement	\$0.00
3	III.A.	Areas of Focus: Increase Math Achievement for SWDs (Students with Disabilities)	\$0.00
Total:			\$0.00