Abess Park Elementary School

2019-20 Schoolwide Improvement Plan

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Abess Park Elementary School

12731 ABESS BLVD, Jacksonville, FL 32225

http://www.duvalschools.org/abesspark

Demographics

Principal: Kristin Shore M   Start Date for this Principal: 7/1/2014

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)	85%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (57%) 2016-17: B (61%) 2015-16: B (54%) 2014-15: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Success... All Students... All Standards

Provide the school's vision statement.

Abess Park Elementary School is committed to providing high quality educational opportunities that will inspire all students to aspire to learn, acquire the knowledge, and accomplish all standards.

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
Shore, Kristin	Principal	
Crosby, Sharon	Instructional Coach	
Hayden, Amanda	Teacher, K-12	
Gerdes, Barbara	Teacher, K-12	
Weller, Corinne	Assistant Principal	

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	35	92	110	65	91	105	0	0	0	0	0	0	0	498
Attendance below 90 percent	0	16	11	4	6	15	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	20	25	0	0	0	0	0	0	0	45

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	0	0	0	0	2	12	0	0	0	0	0	0	0	14

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
29

Date this data was collected or last updated
Saturday 7/27/2019

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	63%	50%	57%	62%	49%	55%
ELA Learning Gains	65%	56%	58%	57%	56%	57%
ELA Lowest 25th Percentile	57%	50%	53%	46%	54%	52%
Math Achievement	73%	62%	63%	75%	62%	61%
Math Learning Gains	71%	63%	62%	68%	63%	61%
Math Lowest 25th Percentile	53%	52%	51%	50%	54%	51%
Science Achievement	68%	48%	53%	70%	50%	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	35 (0)	92 (0)	110 (0)	65 (0)	91 (0)	105 (0)	498 (0)
Attendance below 90 percent	0 ()	16 ()	11 ()	4 ()	6 ()	15 ()	52 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	20 (0)	25 (0)	45 (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	55%	51%	4%	58%	-3%
	2018	66%	50%	16%	57%	9%
Same Grade Comparison	-11%					
Cohort Comparison						
04	2019	64%	52%	12%	58%	6%
	2018	63%	49%	14%	56%	7%
Same Grade Comparison	1%					
Cohort Comparison	-2%					
05	2019	63%	50%	13%	56%	7%
	2018	51%	51%	0%	55%	-4%
Same Grade Comparison	12%					
Cohort Comparison	0%					

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	61%	12%	62%	11%
	2018	68%	59%	9%	62%	6%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	73%	64%	9%	64%	9%
	2018	75%	60%	15%	62%	13%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
05	2019	67%	57%	10%	60%	7%
	2018	72%	61%	11%	61%	11%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	49%	17%	53%	13%
	2018	62%	56%	6%	55%	7%
Same Grade Comparison		4%				
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	37	65	65	47	60	52	41				
ELL	25	60		75	80						
ASN	84	80		100	90						
BLK	45	62	48	46	48	44	46				
HSP	62	59	64	74	75	64	54				
MUL	61	80		78	76						
WHT	68	62	63	79	76	50	80				
FRL	48	57	55	58	62	53	49				

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	40	44	33	49	50	27	57				
ELL	45			64							
ASN	83	75		96	88		90				
BLK	39	41	34	48	49	34	48				
HSP	59	44		70	64		57				
MUL	62	35		71	65						

	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
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
WHT	68	61	62	81	78	62	76				
FRL	55	47	38	62	60	36	55				

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	32	45	38	51	57	62	36				
ELL	36	64		82	64						
ASN	65	61		100	94						
BLK	47	51	48	49	55	32	33				
HSP	62	54	40	75	64	55	56				
MUL	53	48		71	63		87				
WHT	71	65	43	83	71	71	85				
FRL	52	54	45	69	72	55	61				

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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	48
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	65
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	74
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	55
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.

Math LPQ Gains- 53%
Trend data indicates slow growth in gains and LPQ gains; students lack foundational skills to assist them in being proficient in math scores.

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

3rd Grade ELA Proficiency- 56% (drop of 10%)
Based on previous data, this group of students was performing at a lower level of proficiency when entering 3rd grade as compared to the students from the previous school years. In addition, some students exhibited social/emotional struggles which impacted learning.

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.

3rd Grade ELA Proficiency- 56% (2% behind the state average of 58%)
Based on previous data, this group of students was performing at a lower level of proficiency when entering 3rd grade as compared to the students from the previous school years. This group also included some students whom struggled with social/emotional behaviors which interrupted learning.

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

Reading LPQ Gains- 57% (14% growth)
Our school utilized Title 1 funds to supply our students in Reading LPQ with a Reading Interventionist.

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

Student Attendance and number of students scoring a Level 1 on the FSA in Reading, Math or both areas.

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

1. Reading Proficiency
2. LPQ Proficiency and Gains
3. Attendance
4. Student Behavior
5. Parent Engagement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Proficiency
Rationale	Reading is our lowest proficiency area and is critical to success in all subjects and future endeavors.

State the measurable outcome the school plans to achieve	If assigned learning tasks/activities are appropriately structured to meet the individual needs of students and are fully aligned with grade level expectations (I.e. address depth of standards, reflect item specifications, consistent prescriptive instruction and analysis/ monitoring of data), then overall and LPQ learning gains will improve.
Person responsible for monitoring outcome	Kristin Shore (shorek@duvalschools.org)
Evidence-based Strategy	Allow time for instructional personnel to engage in focused professional development opportunities involving analysis of student achievement data and identification of correlated learning activities.
Rationale for Evidence-based Strategy	Student achievement data will be consistently collected and reviewed to assess appropriate academic growth of students based on grade level cut scores and expected annual growth through Admin Common Planning and Data Chats.

Action Step	
Description	1. Instructional personnel will be given time during Early Dismissal professional development sessions (preferably once per month) to collaborate with peers in disaggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths. 2. Instructional personnel, including Interventionists and Tutor, will participate in common planning sessions with administration and leadto review data from recent class/district assessments and utilize data tracking methods to identify learning gain. 3. Instructional personnel will work together during common planning to review/develop teacher/student data chat forms with the purpose of conducting conferences with students to measure progress toward annual learning targets. 4. Administration, Interventionists and lead teachers will identify model classrooms for differentiated, data-based core and/or center learning activities and allow time for teachers to observe best practices of peers with targeted pre- and post- briefings. 5. Lead teachers for core content areas will attend professional development opportunities (district trainings, trainings with external organizations) related to data-based areas for growth and share strategies learned with their colleagues in order to positively impact their instruction with learners of all ability levels. 6. Full-time Media provided for additional needed instruction in vocabulary, writing and critical thinking. 7. Schedule Field Trips for students that will build their background knowledge and provide them with authentic experiences to increase their ability to think critically and apply their learning. 8. Technology, such as interactive monitors, are being purchased to enhance classroom instruction.
Person Responsible	Kristin Shore (shorek@duvalschools.org)

#2	
Title	LPQ Proficiency and Gains
Rationale	Our students in the LPQ show the least amount/slower level of growth and proficiency levels.

State the measurable outcome the school plans to achieve	If assigned learning tasks/activities are appropriately structured to meet the individual needs of students and are fully aligned with grade level expectations (I.e. address depth of standards, reflect item specifications, consistent prescriptive instruction and analysis/monitoring of data), then overall and LPQ learning gains for all core subject areas will improve.
Person responsible for monitoring outcome	Kristin Shore (shorek@duvalschools.org)
Evidence-based Strategy	Allow time for instructional personnel to engage in focused professional development opportunities involving analysis of student achievement data and identification of correlated learning activities.
Rationale for Evidence-based Strategy	Student achievement data will be consistently collected and reviewed to assess appropriate academic growth of students based on grade level cut scores and expected annual growth through Admin Common Planning and Data Chats.

Action Step	
Description	1. Instructional personnel will be given time during Early Dismissal professional development sessions (preferably once per month) to collaborate with peers in disaggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths. 2. Instructional personnel, including Interventionists and Tutor, will participate in common planning sessions with administration and lead teachers to review data from recent class/district assessments and utilize data tracking methods to identify learning gain. 3. Instructional personnel, including Interventionists and Tutor, will work together during common planning to review/develop teacher/student data chat forms with the purpose of conducting conferences with students to measure progress toward annual learning targets. 4. Administration will identify model classrooms for differentiated, data-based core and/or center learning activities and allow time for teachers to observe best practices of peers with targeted pre- and post- briefings. 5. Lead teachers for core content areas will attend professional development opportunities (district trainings, trainings with external organizations) related to data-based areas for growth and share strategies learned with their colleagues in order to positively impact their instruction with learners of all ability levels. 6. Full-time Media provided for additional needed instruction in vocabulary, writing and critical thinking. 7. Schedule Field Trips for students that will build their background knowledge and provide them with authentic experiences to increase their ability to think critically and apply their learning. 8. Technology, such as interactive monitors, are being purchased to enhance classroom instruction.

Person Responsible	Kristin Shore (shorek@duvalschools.org)

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).

Attendance: Provide monthly rewards for students on time and present on selected days. Continue to inform families of the importance of being on-time and present daily and the negative impact of missing school.
Student Behavior: Develop a flow chart and school incident reporting system with the MLT to provide students, staff and families with consistent response to inappropriate behaviors. Focus on behavioral intervention strategies at monthly PD aligned with the greatest need observed from the latest discipline data.
Parent Engagement: Increase the timeliness and amount of communication provided to families regarding school events as well as extending our communication methods through Social Media.

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, § 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.

-Parent nights for Math, Science and ELA will serve as an opportunity for the school to share the curriculum of our District/school, assessment achievement levels and requirements and answer questions for families. Open Houses will provide an overview of academic and behavioral expectations and school procedures, including how to address specific concerns or needs.
-School-Parent Compact forms and conferences with teachers will be held in the first semester.
-Title 1 Parent Meetings will take place at designated times (to precede a parent night event) indicated to be convenient by our families on previous surveys. We will involve parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title 1 programs by inviting and engaging parents in the developmental meeting, annual meeting and SAC.
-Through the use of our parent nights and business/ faith-based and volunteer partnerships, we will increase the attendance of families to each event as well as improve communication between home and school on an ongoing basis. We will continue to highlight our partnerships with local businesses and communities on our school campus, our website, school newsletters and at the businesses/churches.
-The Parent Resource room will be a safe space for families to engage in the school setting by hosting/ participating in learning sessions, checking out materials, utilizing supplies and resources and volunteering to organize or utilize non-perishable food items and coordinate with our business/faith-based partners. The advertisement of our Parent Resource Room will occur through Blackboard Communicator (email, text, phone), website, Social Media, flyers, events, and tours to increase usage.

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.

Our school utilizes the check-in/check-out mentoring program, provides community mentors as appropriate and participates in the Full Service Schools donations and resources to families as well as providing counseling. In addition, our School Counselor meets with classes regularly to provide support. Counselor also provides small group and individual sessions as needed.

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

Our school discusses the feeder patterns and School Choice options with families as well as providing VPK, CSS PK and Kindergarten Orientations.
We have built on the on-going connection with Landmark Middle School and our 5th grade students and families- Annual Field Trip, invitation to school events, etc.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School Leadership collaborates with all stakeholder groups to identify our greatest areas of need. The majority of our Title 1 funds provide personnel to work with students in Reading (Interventionist, Media Specialist, Tutor) and with our students in LPQ (Interventionists, Media Specialist, Tutor). Additional curriculum resources are purchased to provide students with supplemental learning opportunities (Acaletics, Reflex Math). Administration leads meetings multiple times throughout the school year (Annual Meeting, Development Meeting, monthly SAC meetings, monthly Faculty meetings, monthly Shared Decision Making Team meetings, annual Mid-year Stakeholder meeting) to engage all stakeholders in providing input and feedback on our endeavors for the best of our students. Our school follows the District plan for Tier 1, 2, and 3 materials while supplementing in additional areas of need using Title 1, SAI, school and PTA funding. This school year we will deepen our focus by utilizing the MTSS Leadership and Collaborative Problem Solving Teams.

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

Our school highlights the colleges and degrees staff members have earned that led to being successful citizens.
We will continue to celebrate College Days, include our business and faith-based partners in our school events and recreate a Career event to spark interests in our students. Multiple school events include performances by students from local middle and high schools. We provide multiple before and after-school opportunities for our students to expand their experiences. Through our school clubs and assemblies, we invite guests, vendors, authors and athletes to share their hard work and success with our students. We will continue to highlight our partnerships with local businesses, faith-based partners and and local schools on our campus, our website, newsletters and at the businesses/churches/schools.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading Proficiency	$0.00

2	III.A.	Areas of Focus: LPQ Proficiency and Gains	$0.00
		Total:	$0.00