

Duval County Public Schools

# Brookview Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Brookview Elementary School

10450 THERESA DR, Jacksonville, FL 32246

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

## Demographics

**Principal: Tracey Kendrick**

Start Date for this Principal: 7/23/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (48%) 2016-17: B (57%) 2015-16: C (51%) 2014-15: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## Brookview Elementary School

10450 THERESA DR, Jacksonville, FL 32246

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

### 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 KG-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	65%

### School Grades History

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

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<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.

Brookview Elementary School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

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

Brookview Elementary School is committed to equipping students with the tools they need for academic, personal and social achievement.

### 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
O'Connell, Katie	Principal	Lead the team in data analysis and instructional improvement.
Thompson, Samantha	Instructional Coach	Lead the teachers in data analysis and instructional improvements in reading. In addition, to coach teachers on best practice.
Evans, Melissa	Instructional Coach	Lead the teachers in data analysis and instructional improvements in math. In addition, to coach teachers on best practice.
Daniel, Jessica	Teacher, K-12	As the reading interventionist, she will analyse student data of our lowest performing quartile and determine interventions to help these students improve.
Hughes, Kimberly	Assistant Principal	Lead the team in data analysis and instructional improvement.

### 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	29	84	74	81	91	91	0	0	0	0	0	0	0	450
Attendance below 90 percent	28	21	27	18	22	27	0	0	0	0	0	0	0	143
One or more suspensions	3	1	1	0	2	7	0	0	0	0	0	0	0	14
Course failure in ELA or Math	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	25	39	55	56	55	83	0	0	0	0	0	0	0	313

#### 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	19	31	42	41	41	58	0	0	0	0	0	0	0	232

#### 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	17	7	13	73	15	1	0	0	0	0	0	0	0	126
Students retained two or more times	25	39	44	58	106	132	0	0	0	0	0	0	0	404

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

32

#### Date this data was collected or last updated

Tuesday 7/23/2019

#### 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	33	28	24	30	32	29	0	0	0	0	0	0	0	176
One or more suspensions	2	1	1	2	13	8	0	0	0	0	0	0	0	27
Course failure in ELA or Math	4	1	0	1	1	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	87	104	128	0	0	0	0	0	0	0	319

**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	20	39	30	39	45	57	0	0	0	0	0	0	0	230

## 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	47%	50%	57%	48%	49%	55%
ELA Learning Gains	59%	56%	58%	56%	56%	57%
ELA Lowest 25th Percentile	63%	50%	53%	62%	54%	52%
Math Achievement	51%	62%	63%	69%	62%	61%
Math Learning Gains	44%	63%	62%	63%	63%	61%
Math Lowest 25th Percentile	31%	52%	51%	52%	54%	51%
Science Achievement	38%	48%	53%	46%	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	29 (0)	84 (0)	74 (0)	81 (0)	91 (0)	91 (0)	450 (0)
Attendance below 90 percent	28 ( )	21 ( )	27 ( )	18 ( )	22 ( )	27 ( )	143 (0)
One or more suspensions	3 ( )	1 (0)	1 (0)	0 (0)	2 (0)	7 (0)	14 (0)
Course failure in ELA or Math	3 ( )	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	4 (0)
Level 1 on statewide assessment	25 ( )	39 (0)	55 (0)	56 (0)	55 (0)	83 (0)	313 (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	45%	51%	-6%	58%	-13%
	2018	40%	50%	-10%	57%	-17%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	44%	52%	-8%	58%	-14%
	2018	46%	49%	-3%	56%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
05	2019	48%	50%	-2%	56%	-8%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		9%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	61%	-8%	62%	-9%
	2018	53%	59%	-6%	62%	-9%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	49%	64%	-15%	64%	-15%
	2018	61%	60%	1%	62%	-1%
Same Grade Comparison		-12%				
Cohort Comparison		-4%				
05	2019	46%	57%	-11%	60%	-14%
	2018	53%	61%	-8%	61%	-8%
Same Grade Comparison		-7%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	49%	-14%	53%	-18%
	2018	49%	56%	-7%	55%	-6%
Same Grade Comparison		-14%				
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	15	58	63	27	40	33	10				

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
ELL	33	50	67	42	47	40	31				
ASN	46	47		52	35		36				
BLK	44	56	40	40	41	27	33				
HSP	38	50	56	56	50	43	33				
MUL	48	65		52	35		40				
WHT	53	71	83	56	48	36	43				
FRL	45	57	62	49	41	27	40				
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	25	38	41	41	50	43	31				
ELL	25	48	35	50	44	26	20				
ASN	62	69		85	65		81				
BLK	38	42	50	49	44	33	39				
HSP	37	41	29	56	52	30	50				
MUL	39	25		58	50		42				
WHT	49	57	53	64	51	54	50				
FRL	42	46	41	59	51	38	51				
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	16	44	63	43	48	40	15				
ELL	26	54	56	55	58	58	9				
ASN	71	62		94	77		60				
BLK	44	53	67	58	61	50	37				
HSP	49	62	47	66	67	58	50				
MUL	47	42		69	67						
WHT	45	55	67	70	57	43	44				
FRL	41	49	56	65	58	45	39				

### 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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	404

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	48
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	49
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	57
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	49
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.**

The lowest data point is Math LPQ at 31%. One contributing factor was loss of math intervention time due to issues with staffing. In addition, one teacher was out on leave for an excessive amount of time, leaving the students with substitutes.

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

5th Grade science showed the greatest decline from the prior year. We changed curriculum this past year in science. I believe this contributed to some decline. In addition, 1 out of the 2 5th grade science teachers was on leave for an excessive amount of time, leaving the students with substitutes.

**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.**

4th Grade Math had the greatest gap compared to the state average. One contribution was a new teacher on 4th grade and the loss of a very strong teacher from the previous year.

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

We showed the greatest improvement in Reading Lowest Performing Quartile. We have a reading interventionist that utilized the LLI Program with all of our 4th and 5th grade LPQ students. This was a change from the previous year, when we used the Barton Intervention System.

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

One area of concern is the large number of students with attendance issues. An additional area of concern is the number of students that scored a level 1 on a state assessment in 2018-2019.

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

1. Increase performance of our Students with Disabilities
2. Increase performance of our Black/African American subgroup
3. Increase performance of our Math LPQ students
4. Increase performance of our 4th grade math students
- 5.

### Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Increase performance of our students with disabilities subgroup
<b>Rationale</b>	This was our lowest performing subgroup of students. They had a federal index of 35%
<b>State the measurable outcome the school plans to achieve</b>	Increase students with disabilities federal index from 35% to 42%
<b>Person responsible for monitoring outcome</b>	Katie O'Connell (speark@duvalschools.org)
<b>Evidence-based Strategy</b>	Utilize the LLI Program with our 3-5 grade students with disabilities in reading. In addition, we will implement the Math Acaletics program with our 3-5 grade students with disabilities. Increase student intervention time by utilizing our Reading Interventionist and our 2 daytime tutors.
<b>Rationale for Evidence-based Strategy</b>	I selected the LLI Program as an intervention for our struggling readers because we saw great success when using this program with our LPQ reading students the past year. We increased our Reading LPQ scores by 21 points this past school year. Therefore, I want to increase the reach of this program with our ESE Students. The acaletics program was piloted in other Duval Schools with similar demographics to Brookview this past year. Principals in those schools saw great increases in student proficiency with this program.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assess all students to determine LLI placement level</li> <li>2. Build Reading Intervention Schedule to intervene with all students.</li> <li>3. Assess student in the Acaletics Program</li> <li>4. Build school wide schedule to accommodate that block.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Katie O'Connell (speark@duvalschools.org)

<b>#2</b>	
<b>Title</b>	Increase Reading, Math, and Science Performance in our Black/African American Subgroup
<b>Rationale</b>	Students in this subgroup had a federal index of 40%. This is below acceptable standards.
<b>State the measurable outcome the school plans to achieve</b>	Increase the Federal Index of this subgroup from 40% to 45%
<b>Person responsible for monitoring outcome</b>	Katie O'Connell (speark@duvalschools.org)
<b>Evidence-based Strategy</b>	Utilize the LLI Program with our 3-5 grade students with disabilities in reading. In addition, we will implement the Math Acaletics program with our 3-5 grade students with disabilities. Have 5th grade students participate in Starbase, a week long Science STEM Fieldtrip.
<b>Rationale for Evidence-based Strategy</b>	I selected the LLI Program as an intervention for our struggling readers because we saw great success when using this program with our LPQ reading students the past year. We increased our Reading LPQ scores by 21 points this past school year. Therefore, I want to increase the reach of this program with our ESE Students. The acaletics program was piloted in other Duval Schools with similar demographics to Brookview this past year. Principals in those schools saw great increases in student proficiency with this program.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assess all students to determine LLI placement level</li> <li>2. Build Reading Intervention Schedule to intervene with all students.</li> <li>3. Assess student in the Acaletics Program</li> <li>4. Build school wide schedule to accommodate that block.</li> <li>5. Send Students on Fieldtrip to Starbase</li> </ol>
<b>Person Responsible</b>	Katie O'Connell (speark@duvalschools.org)



#3

**Title** Increase attendance of students missing 20 or more days per school year.

**Rationale** Currently, there are about 137 students who have missed more than 20 days. This is 147% above the target of 93 students which is 16% of our student population.

**State the measurable outcome the school plans to achieve**

Decrease the amount of missed days to 93-102 annually. This will make the attendance rate within 20% above or at the desired target of 93 students per year.

**Person responsible for monitoring outcome**

Kimberly Hughes (howardk2@duvalschools.org)

**Evidence-based Strategy**

Implement schoolwide interventions that will intensify at each successive stage of student truancy. This systemic process will alert teachers and staff will to proactively intervene at the initial onset of truancy.

**Rationale for Evidence-based Strategy**

Many truancy intervention programs involve a multi-faceted approach to early intervention, which combines school-based, community-based, and family-based interventions. This strategy was selected to eliminate the social and economic barriers related to attendance connect the family with community resources to help reduce the number of absences of all students.

**Action Step**

**Description**

1. Establish an alert system with staff to identify students who reach designated stages of absences.
2. Conduct a family workshop focused on improving attendance and connect parent with school contacts.
3. Make personal contact (i.e. postcard or congratulatory for improved attendance) with parents of students who are frequently absent to encourage attendance.
4. Conference with parents at the onset of truancy to identify the cause of attendance problems; connect parent with community-based or school-based resources as needed.
5. Reward students with improved attendance.

**Person Responsible**

Kimberly Hughes (howardk2@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).**

None

## 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.**

To build positive relationships with parents, families, and community stakeholders, the school will host several family events throughout the year. This gets families involved in the school and builds relationships. We will host literacy night to give parents information about how to help their students in reading and writing. We host Math night to show parents how to support their students with the math curriculum. We also host a fun science event with lots of experiments that engage the whole family. The PTA hosts a fall festival that brings in a large number of people from the community for a night of fun. We also host a testing night to give parents information on all district and state testing requirements.

**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.**

To meet the social-emotional needs of our students, we have implemented the Sanford Harmony program school wide. This program teaches students to talk to each other, share emotions, build positive relationships, and make new friends. We have a full time school counselor that meets with groups of students and individual students for counseling sessions. In addition, we utilize Full Service Schools through the United Way to provide many of our students with therapist.

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

During our annual open house in the fall, our Kindergarten Team shares school and classroom expectations. Teachers cover strategies to help them assist their child/children with becoming acclimated to their new learning environment as well as meeting Kindergarten grade level expectations. During the first week of Kindergarten we place a strong emphasis on rituals and routines. We give all students a tour of the school and train them on safety procedures. Students transitioning from elementary school to middle school participate in field trip tours of the middle school. They also participate in a transition to middle school program here at Brookview, that is run by our school counselor.

**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.**

A Reading Coach will be used to design, monitor and assess reading achievement progress; provide professional development and coaching for teachers.

A Math Coach will be used to design, monitor and assess math achievement progress; provide professional development and coaching for teachers.

A Reading Interventionist will be used to implement the LLI Program with students that are in the LPQ and with students that are not making adequate progress.

Daytime tutors will be used to implement the Reading Mastery Program and the Acaletics program within the school.

Our Media Specialist will be utilized to increase students exposure to text and genres. This will increase students interest in reading and will provide them with interesting materials to engage in reading.

We will be utilizing the Reading Mastery program as an intervention from all K-2 Readers. We will utilize our daytime tutors to implement this program. The implementation and progress will be monitored by our reading coach. We will be utilizing the Acaletics program with all 2-5 students. Our daytime tutors will be utilized to implement the program. Our math coach will train the teachers and monitor the progress and implementation of the program. We will be utilizing the LLI Intervention with our 3-5 grade students. The program will be implemented by our Reading Interventionist and Media Specialist. The progress and implementation will be monitored by our reading coach. All teachers, interventionist, and tutors will meet with coaches and admin weekly for monitoring during our common planning sessions. My assistant principal is the materials manager and will ensure that adequate materials are maintained.

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

Through our SAC committee we build community partnerships with various businesses and organizations in the community. Students are exposed to different career opportunities through field trips into the community. In addition we take a group of 5th grade girls on a college tour each year to build knowledge of the college life with our students.

## Part V: Budget

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

1	III.A.	Areas of Focus: Increase performance of our students with disabilities subgroup	\$0.00
2	III.A.	Areas of Focus: Increase Reading, Math, and Science Performance in our Black/African American Subgroup	\$0.00
3	III.A.	Areas of Focus: Increase attendance of students missing 20 or more days per school year.	\$0.00
Total:			\$0.00