

Duval County Public Schools

Don Brewer Elementary School



2019-20 Schoolwide Improvement Plan

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Don Brewer Elementary School

3385 HARTSFIELD RD, Jacksonville, FL 32277

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

Demographics

Principal: Amy Novak

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 3-5
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 (52%) 2017-18: C (48%) 2016-17: B (60%) 2015-16: C (52%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* 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 3-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

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

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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.

To provide a safe learning environment where students are challenged daily to meet high academic expectations through standards-based instruction and to nurture in each student a life-long love of learning and a commitment to responsible citizenship.

Provide the school's vision statement.

Don Brewer Elementary School's vision is to be a collaborative learning community dedicated to engaging and empowering students to become responsible and productive life-long learners.

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
Gray, Jennifer	Principal	Instructional Leadership, Campus Safety/Security, Staff Professional Development and Support, Facilities Management, Parent Outreach, Community Partnerships, Curriculum Planning and Development, Staff Evaluation and Assessment, Data Disaggregation, Visionary Planning, Social Media Marketing
Poliseo, Jennifer	School Counselor	Student Mental Health, Guidance Lessons and Support, ESE Support, ELL/ESOL Support, Big Brothers/Big Sisters
Pipkin, Barbara	Instructional Coach	New Teacher Professional Development Support, ELA Curriculum/Instruction Support
Mitchell, Stephanie	Instructional Coach	Math Curriculum/Instruction Support
Almon, Marla	Assistant Principal	Instructional Leadership, Staff Development and Evaluation, Student Discipline

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	0	0	0	159	161	173	0	0	0	0	0	0	0	493
Attendance below 90 percent	0	0	0	31	18	22	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	17	101	59	0	0	0	0	0	0	0	177

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	2	5	18	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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)

22

Date this data was collected or last updated

Friday 8/23/2019

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	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	46%	50%	57%	49%	49%	55%
ELA Learning Gains	55%	56%	58%	60%	56%	57%
ELA Lowest 25th Percentile	52%	50%	53%	58%	54%	52%
Math Achievement	54%	62%	63%	62%	62%	61%
Math Learning Gains	53%	63%	62%	71%	63%	61%
Math Lowest 25th Percentile	45%	52%	51%	63%	54%	51%
Science Achievement	56%	48%	53%	58%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	159 (0)	161 (0)	173 (0)	493 (0)
Attendance below 90 percent	31 ()	18 ()	22 ()	71 (0)
One or more suspensions	1 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	10 (0)	0 (0)	0 (0)	10 (0)
Level 1 on statewide assessment	17 (0)	101 (0)	59 (0)	177 (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	41%	51%	-10%	58%	-17%
	2018	47%	50%	-3%	57%	-10%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	44%	52%	-8%	58%	-14%
	2018	45%	49%	-4%	56%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
05	2019	51%	50%	1%	56%	-5%
	2018	45%	51%	-6%	55%	-10%
Same Grade Comparison		6%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	61%	-12%	62%	-13%
	2018	56%	59%	-3%	62%	-6%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	53%	64%	-11%	64%	-11%
	2018	54%	60%	-6%	62%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
05	2019	53%	57%	-4%	60%	-7%
	2018	54%	61%	-7%	61%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	49%	6%	53%	2%
	2018	60%	56%	4%	55%	5%
Same Grade Comparison		-5%				
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	17	45	42	21	50	50	29				

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	12	45	47	20	81	77	20				
ASN	64			82							
BLK	38	51	53	45	46	41	45				
HSP	42	50	36	44	52		50				
MUL	74	70		76	70		67				
WHT	57	58	65	67	59	50	70				
FRL	37	50	49	47	51	47	39				
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	16	20	17	25	40	24	30				
ELL	25	44		28	41						
ASN	60	58		67	62						
BLK	39	37	36	52	47	35	57				
HSP	47	43	30	45	41	33	42				
MUL	68	64		69	59		64				
WHT	64	55	38	73	64	43	84				
FRL	43	41	33	54	49	34	57				
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	18	56	60	27	52	56	40				
ELL	33			60							
ASN	53	64		87	64						
BLK	42	58	58	52	68	63	44				
HSP	47	65		58	69	60	69				
MUL	53	43		82	71		80				
WHT	63	66	71	73	77	54	70				
FRL	43	57	54	56	68	60	52				

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	55
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	76
Total Points Earned for the Federal Index	437

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	47
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	73
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	46
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	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	71
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	61
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	48
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.

ELA proficiency and growth continue to be an area of great concern. As a 3rd - 5th grade building, addressing the instructional needs of foundational reading skills at the primary level remains a barrier. Working hand-in-hand with the our feeder primary school is a critical element to addressing these instructional gaps.

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

Science. Concerns regarding our stand-alone 5th grade unit continue to be an area of concern. Individual student data at benchmarks and PMA did not indicate the possible loss of overall proficiency. Therefore, additional formative assessments must be analyzed to monitor this data point more consistently throughout the school year.

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.

Overall Math proficiency and learning gains. Continued focus on purposeful interventions and support in mathematical skills, as well as specific standards, must be implemented with fidelity throughout the school year to address student needs.

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

ELA learning gains overall, as well as with our lowest performing quartile. Our intervention blocks and varied programs provided specific to student needs provided skill and standard specific support for individual students each and every day during their ELA instructional block.

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

Performance of Students with Disabilities and Math Gains.

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

1. Providing purposeful and need specific instructional support for our students with disabilities.
2. Continue intervention blocks and support during ELA instructional framework.
3. Implement decoding and LLI with fidelity to support individual student needs.
4. Implement the Acaletics program with fidelity across all grade levels.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	LPQ and Gains: Reading & Math Growth
Rationale	<p>If assigned learning tasks/activities are aligned with grade level expectations and utilized to meet the individual needs of students based upon identified data points, then overall and LPQ learning gains for all core subject areas will improve.</p> <p>*FSA ELA Overall Gains: 55% (up from 45% in Spring 2018)</p> <p>*FSA ELA LPQ Gains: 52% (up from 37% in Spring 2018)</p> <p>*FSA Math Overall Gains: 53% (up from 52% in Spring 2018)</p> <p>*FSA Math LPQ Gains: 45% (up from 37% in Spring 2018)</p>
State the measurable outcome the school plans to achieve	<p>In an effort to meet the state required score to increase our overall school grade to meet or exceed 378 total points, the following outcomes are expected:</p> <p>*FSA ELA Overall Gains: 56%</p> <p>*FSA ELA LPA Gains: 55%</p> <p>*FSA Math Overall Gains: 55%</p> <p>*FSA Math LPQ Gains: 52%</p>
Person responsible for monitoring outcome	Jennifer Gray (grayj1@duvalschools.org)
Evidence-based Strategy	Staff will be provided with job-embedded professional development and on-going support in standard complexity and supported data analysis/disaggregation to monitor student growth.
Rationale for Evidence-based Strategy	Limited teacher knowledge/understanding of levels of complexity within identified standards, data analysis, using data to drive instruction, and time to analyze student achievement on a consistent basis.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize a Reading and Math Coach to provide job-embedded professional development related to standards and monitoring levels of understanding through available data points, as well as specific intervention support strategies. 2. Utilize a Reading and Math Coach to help monitor the instructional practices and implementation of strategies to support student learning and understanding, providing coaching, as needed. 3. Continue to provide additional after-school and before-school support for identified students through SAI funds, once available. 4. Continue to modify schedules of all personnel to provide individualized support for students in need. 5. Continue to conduct weekly ROAR sessions to facilitate discussions and analysis of student data related to interventions to determine instructional next steps. In addition, use this time to continue reviewing center lesson plans and weekly walk-through noticings. 6. Continue to conduct quarterly data chats with students and staff to review key data points and determine action steps.
Person Responsible	Jennifer Gray (grayj1@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).

Student Discipline and Culture

On-going discipline data, as well as staff survey data, indicates a need to continue providing intervention support to ensure our identified restorative justice practices and tiered infractions continue to have a positive impact on maintaining a positive learning environment while empowering students and staff.

Action Steps:

1. Conduct a monthly analysis of discipline data to identify interventions and specific needs.
2. PBIS team will provide quarterly reports during monthly early dismissals to share patterns and trends, as well as provide staff with an opportunity to provide input related to those topics.
3. Data analysis will be documented through monthly PBIS meeting notes and provided to staff to celebrate strengths, as well as identify areas for improvement that may be identified to modify our implementation plan.
4. Tiered infractions and restorative justice practices will be analyzed and discussed monthly via PBIS to monitor effect on student behavior and the learning environment.
5. PBIS team will collaborate with peers to identify restorative justice practices to support the PBIS plan and successfully provide students with activities that assist them in restoring the loss from inappropriate choices, while maintaining dignity.
6. PBIS team will facilitate the conversation regarding student infractions and tier the interventions we, as a faculty, determine to be classroom/team centered versus those infractions that result in administrative intervention. This will be monitored quarterly to ensure effectiveness.
7. PBIS will work alongside our PE teacher to provide additional wellness activities to support student mental health and well-being as we strive to continue to develop and care for the whole child.
8. Utilize a parent liaison to help increase parent involvement which in turn will ultimately help increase student.
9. Participate in the STARBASE field trip opportunity for every 5th grade student to participate in hands on Science experiences.
10. Multi-media carts will be used to continue to develop engaging and enriched activities for students to enhance student learning and achievement.

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.

Through our parent input meetings, parents have indicated their desires regarding specific workshops to support their work with students. Providing hands on, multi-media activities for parents and students to participate in together to support instructional needs. In addition, providing informational workshops regarding programs throughout the district to support student interests and needs. Providing parent/teacher/student compacts.

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.

Through the implementation of the Sanford Harmony program, students and staff work together to develop culturally aware and an emotionally balanced curriculum. Our Guidance Counselor provides counseling and guidance lessons for classrooms once a month to support mental health and mindfulness activities across our campus. In partnership with Full Service Schools, our students and their families are then provided with additional resources for counseling and family support. Our monthly Club Wednesdays provide a focus on interests and enrichment, as well as additional emotional well-being activities, as needed.

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

Through our partnership with our primary feeder school, staff collaboration and parent outreach continues to support the transition of primary students to the intermediate level. In addition, through parent outreach programs and parent events, we facilitate mini-expos where parents and students can speak with and see the many offerings and magnet opportunities available across our district as students move on to middle and high school.

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.

Review of our Title I budget and supporting funds show a direct correlation to meeting the individual needs of our students and parents. Through our reading and math coaches that provide direct instructional support to our students, as well as coaching and leading our instructional staff, our coaches build capacity across our campus with best practices. Funding our parent workshops and materials to support engaging and instructionally relevant topics, parents are provided with a collaborative approach to support their work at home with their students. Our Parent Liaison, Anne Coe, provides direct contact for our parents and is working to develop a parent resource center that is used more consistently by our parent partners. Through this parent resource center, books, computers, materials, etc. are provided and utilized by parents/guardians. Ms. Coe maintains an inventory and through monthly leadership team meetings provides detailed reports of use and anticipated impact. Opportunities for improvement are also identified and discussed.

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

As an elementary school, our primary opportunities used to highlight college and career awareness occurs during our DCPS Goes to College week. Through this week's events, students are provided with snapshots of local colleges and universities. Program highlights and opportunities are shared with all students.

Part V: Budget

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

1	III.A.	Areas of Focus: LPQ and Gains: Reading & Math Growth				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	1150	590-Other Materials and Supplies	2171 - Don Brewer Elementary School	School Improvement Funds		\$2,000.00
			<i>Notes: To provide instructional materials and activities to continue to build our parent resource center for our school community.</i>			
Total:						\$2,000.00