Jacksonville Heights Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Jacksonville Heights Elementary School

7750 TEMPEST ST S, Jacksonville, FL 32244

http://www.duvalschools.org/jhe

Demographics

Principal: Candice Glover V

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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 (41%) 2017-18: C (46%) 2016-17: C (44%) 2015-16: C (44%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 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 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	84%

School Grades History

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

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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.

It is the mission of Jacksonville Heights Elementary to establish a safe and nurturing learning environment that promotes high level, quality instruction and services that meet the needs of the whole child in every classroom, every day.

Provide the school's vision statement.

The vision of Jacksonville Heights Elementary is to provide excellence for every student so that they have the skills necessary to become lifelong learners and productive citizens of the 21st century.

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
Williams Scott, Andrea	Principal	
Palmer, Lashanda	Assistant Principal	
Greene, Jeremy	Other	Reading Interventionist
Walker, Yolanda	Instructional Coach	
Goins , Alisha	Other	Reading Interventionist

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	103	117	100	139	138	122	0	0	0	0	0	0	0	719
Attendance below 90 percent	49	47	38	42	40	47	0	0	0	0	0	0	0	263
One or more suspensions	2	6	4	10	17	8	0	0	0	0	0	0	0	47
Course failure in ELA or Math	4	6	1	0	0	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	45	83	69	111	105	96	0	0	0	0	0	0	0	509
	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	31	61	59	91	79	75	0	0	0	0	0	0	0	396

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	22	67	35	244	47	33	0	0	0	0	0	0	0	448
Students retained two or more times	32	43	85	105	147	147	0	0	0	0	0	0	0	559

FTE units allocated to school (total number of teacher units)
35

Date this data was collected or last updated
Thursday 8/1/2019

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	60	64	47	68	47	40	0	0	0	0	0	0	0	326
One or more suspensions	3	13	14	11	15	5	0	0	0	0	0	0	0	61
Course failure in ELA or Math	21	66	59	120	95	77	0	0	0	0	0	0	0	438
Level 1 on statewide assessment	37	64	62	100	64	63	0	0	0	0	0	0	0	390

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	32	64	62	100	64	63	0	0	0	0	0	0	0	385

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	30%	50%	57%	35%	49%	55%
ELA Learning Gains	49%	56%	58%	49%	56%	57%
ELA Lowest 25th Percentile	44%	50%	53%	51%	54%	52%
Math Achievement	38%	62%	63%	37%	62%	61%
Math Learning Gains	49%	63%	62%	45%	63%	61%
Math Lowest 25th Percentile	46%	52%	51%	43%	54%	51%
Science Achievement	30%	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	103 (0)	117 (0)	100 (0)	139 (0)	138 (0)	122 (0)	719 (0)
Attendance below 90 percent	49 ()	47 ()	38 ()	42 ()	40 ()	47 ()	263 (0)
One or more suspensions	2 ()	6 (0)	4 (0)	10 (0)	17 (0)	8 (0)	47 (0)
Course failure in ELA or Math	4 ()	6 (0)	1 (0)	0 (0)	0 (0)	1 (0)	12 (0)
Level 1 on statewide assessment	45 ()	83 (0)	69 (0)	111 (0)	105 (0)	96 (0)	509 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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	26%	51%	-25%	58%	-32%
	2018	26%	50%	-24%	57%	-31%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	29%	52%	-23%	58%	-29%
	2018	32%	49%	-17%	56%	-24%
Same Grade Comparison		-3%				
Cohort Comparison		3%				
05	2019	30%	50%	-20%	56%	-26%
	2018	36%	51%	-15%	55%	-19%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-6%				
Cohort Comparison		-2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	24%	61%	-37%	62%	-38%
	2018	37%	59%	-22%	62%	-25%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	37%	64%	-27%	64%	-27%
	2018	47%	60%	-13%	62%	-15%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
05	2019	48%	57%	-9%	60%	-12%
	2018	47%	61%	-14%	61%	-14%
Same Grade Comparison		1%				
Cohort Comparison		1%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	28%	49%	-21%	53%	-25%
	2018	50%	56%	-6%	55%	-5%
Same Grade Comparison		-22%				
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	14	43	39	22	42	36	7				
ELL	12	31		42	63						
BLK	25	49	47	32	45	43	19				
HSP	35	44		47	59		29				
MUL	53	38		59	62						
WHT	45	56		47	50		64				
FRL	30	49	44	37	48	50	29				

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	19	38	47	29	41	35	26				
ELL	21	50		48	67						
BLK	26	44	42	38	49	35	47				
HSP	28	45	38	53	68		43				
MUL	33	43		61	71						
WHT	55	56		63	70		81				
FRL	31	46	47	44	56	40	53				
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	52	46	24	42	33	28				
ELL	10	36	40	38	64						
BLK	31	52	47	31	43	49	40				
HSP	27	29		33	47	46	50				
MUL	56	60		61	40						
WHT	45	60		46	49		56				
FRL	32	48	47	33	40	39	42				

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	37
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	42
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	53
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	52
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	41
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 two accountability areas that showed the lowest performance is ELA. Contributing factors to the data include lots of transition in faculty with in third grade ELA along with 95% of the students entering the 3rd grade as non proficient readers. As a result, our instructional focus at the beginning of the year was geared toward phonics instruction versus strategies that would assist students in reading and understanding texts.

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

The accountability area with the greatest decline was science with a 25% decline in proficiency. One factors that contributed to this decline include teacher concerns (one teacher hadn't taught science in the past few years and one teacher who went on maternity leave for three months). Another contributing factor is the students' lack of knowledge of prerequisite science concepts which has to be applied or synthesized with fifth grade science standards.

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.

The data point that exhibited the widest gap from the school and state comparison was ELA proficiency. This is 27% gap. Contributing factors to this gap include majority of our students entering the intermediate grades as non-proficient readers. This creates

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 the lower performing quartile students for math. Actions that were taken in this areas include constant monitoring of assessment data for students in the LPQ along with planning with teachers and making instructional shifts as needed to ensure that students are showing growth towards mastering mathematical content as it taught.

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

One early warning systems that is alarming is the number of intermediate students with two or more indicators. The number of students with early warning systems doubles as the students get older. Another indicator that is an area of concern is the number of students with at least one retention.

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

1. Increase LPQ gains in ELA
2. Increase learning gains in ELA
3. Increase LPQ gains in Math
4. Increase learning gains in math
5. Increase science proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase learning gains of the all students and lowest performing quartile students in ELA
Rationale	In order for students to be productive citizens, the must be able to read proficiently. For students who struggle with reading, we must accelerate reading instruction to increase their chances of becoming fluent readers. Acceleration will take place via implementation of multiple strategies.

State the measurable outcome the school plans to achieve	By the end of the 2020 school year, 55% of students in the lower performing quartile in reading at Jacksonville Heights Elementary School will exhibit a year's growth as evidenced by their scale score on the 2020 FSA reading assessment. Within this goal, a special focus and monitoring will be placed on ensuring students with disabilities, students who are acquiring reading as a second language and African American students who are in the lowest performing quartile are also making adequate progress.
Person responsible for monitoring outcome	Andrea Williams Scott (williamsa7@duvalschools.org)
Evidence-based Strategy	* Students will receive targeted small group instruction at least four times a week. Groups will be flexible as students master content or need additional remediation on presented content. * Reading coach in order to assist, train, model and coach teachers on how to use data to plan and implement effective whole group and small group reading instruction. * Reading interventionist will be used to provide supports to intermediate students and teacher. * Interactive technology will be purchased to increase student engagement in lessons. * Materials will be purchased to support reading instruction. Materials to be purchased include but aren't limited to Flowcabulary, Reading A-Z, professional texts for teachers, Performance Coach, Measuring Up, Fountas and Pinnell Classroom Kits,Mentoring Minds, Text Talk kits and LLI Kits. * Field experiences for grades K-5 * Tutoring for students after SAI funds are expended * Books for classroom libraries * Subs for planning
Rationale for Evidence-based Strategy	These strategies are paramount for success of all students. The strategies listed will provide safety nets for all students as we work to help them become proficient readers. The listed strategies will increase the face to face time that students will have with qualified professionals to address reading deficiencies. In addition, research based supplemental materials and training will be provided for teachers to support them in providing effective reading instruction during whole group and learning centers.

Action Step	
Description	1. Secure reading coach and reading interventionist 2. Plan with teachers weekly for differentiated instruction 3. Purchase materials. Train teachers on how to effectively implement materials. Monitor the fidelity of implementation. 4. Plan field experience for students. 5. Monitor students' progress as evidenced their by performance on formal and informal assessments
Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

#2	
Title	Increase learning gains of all students and lowest performing quartile students in math
Rationale	Understanding and apply mathematical practices and mathematical facts are a needed skills in today's society. It is important for students to be apply to compute and reason mathematically for daily functions in their K-12 education and beyond.

State the measurable outcome the school plans to achieve	By the end of the 2020 school year, 60% of students in the lower performing quartile in math at Jacksonville Heights Elementary School will exhibit a year's growth as evidenced by their scale score on the 2020 FSA math asessment.
Person responsible for monitoring outcome	Andrea Williams Scott (williamsa7@duvalschools.org)
Evidence-based Strategy	* Students will receive targeted small group instruction at least four times a week. Groups will be flexible as students master content or need additional remediation on presented content. * Interactive technology will be purchased to increase student engagement in lessons. * Supplemental materials will be purchased to support math instruction. Materials to be purchased include but aren't limited to Performance Coach, Measuring Up, Reflex Math, IXL, Ten Marks, Calendar Math, Mentoring Minds and Acaletics * Field experiences for grades K-5 * Tutoring for students after SAI funds are expended * Math manipulatives * Subs for teachers in order to anakyze data and plan instruction/ subs for lesson studies
Rationale for Evidence-based Strategy	These strategies are paramount for success of all students. The strategies listed will provide safety nets for all students as we work to help them become fluent in computing math facts and correctly application of math strategies and concepts. The listed strategies will increase the face to face time that students will have with qualified professionals to address mathematical misconceptions. In addition, research based supplemental materials and training will be provided for teachers to support them in providing effective math instruction during whole group and differentiated math centers.

Action Step	
Description	1. Secure math tutor(s) 2. Plan with teachers weekly for differentiated instruction 3. Purchase materials. Train teachers on how to effectively implement materials. Monitor the fidelity of implementation. 4. Plan field experience for students. 5. Monitor students' progress as evidenced by their performance on formal and informal assessments
Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

#3	
Title	Increase science proficiency of 5th grade students
Rationale	Students are required to show a command of scientific concepts and their integration throughout their K-12 educational career. Fifth grade is the first time students' understanding of science is gauged. It is imperative that we provide our students with a solid foundation of scientific vocabulary and concepts in order for them to be successful in later grades.

State the measurable outcome the school plans to achieve	At the end of the 2019-2020 school year, 45% of the fifth grade students at Jacksonville Heights Elementary will be proficient in science as evidenced by an achievement level of 3 or higher on the state's science assessment.
Person responsible for monitoring outcome	Andrea Williams Scott (williamsa7@duvalschools.org)
Evidence-based Strategy	Students will receive targeted small group instruction at least twice a week. Groups will be flexible as students master content or need additional remediation on presented content. * Interactive technology will be purchased to increase student engagement in lessons. * Supplemental materials will be purchased to support science instruction. Materials to be purchased include but aren't limited to Performance Coach, Study Island, AIMS, Penda Learning, and Science Bootcamp materials * Field experiences for grades K-5 * Tutoring for students after SAI funds are expended * Science lab materials * Subs for teachers in order to analyze data and plan instruction/ subs for lesson studies
Rationale for Evidence-based Strategy	These strategies are paramount for success of all students. The strategies listed will provide safety nets for all students as knowledge of scientific concepts are learned. The listed strategies will increase students exposure and understanding of scientific vocabulary. With the integration of the strategies, the students will be able to make connections and apply scientific knowledge to multiple content areas.

Action Step	
Description	1. Secure science tutor(s) 2. Plan with teachers weekly for differentiated instruction 3. Purchase materials. Train teachers on how to effectively implement materials. Monitor the fidelity of implementation. 4. Plan field experience for students. 5. Monitor students' progress as evidenced by their performance on formal and informal assessments
Person Responsible	Andrea Williams Scott (williamsa7@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).

N/A

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.

We plan to build positive relationships with the community by asking for feedback about events we hosted last year, as well as asking what the parents would like for us to present in the form of workshops/school events this school year.

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.

We are working towards meeting the social-emotional needs of all children by making partnerships with community agencies (Full Service of Westside) and our faith-based partners. Through these partnerships, we have been able to provide mentoring and services for our students and their families.

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

We employ support to incoming students by coordinating school visits with neighborhood day cares and VPK centers. For cohorts of students that are in outgoing cohorts of students includes scheduling a Magnet Mania night for fifth grade parents, as well as scheduling a visit to the neighborhood middle 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.

Our school's admin team meets weekly on Friday mornings from 7:15-8:30 a.m.

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 plan's to host a career day to expose students to different careers and future possibilities.