Woodland Acres Elementary School

2019-20 Schoolwide Improvement Plan

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Woodland Acres Elementary School

328 BOWLAN ST N, Jacksonville, FL 32211

http://www.duvalschools.org/wae

Demographics

Principal: Shawn Platts

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (48%) 2016-17: B (57%) 2015-16: C (48%) 2014-15: D (40%)
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 PK-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	81%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Woodland Acres Elementary is to provide a safe, caring, academically challenging environment where each student will become a productive and responsible citizen in a global economy.

Provide the school's vision statement.

The Vision of Woodland Acres Elementary is to provide a safe and civil environment with an emphasis on rigorous standards based curriculum, integrated with grade specific medical themes, laying a foundation for students to pursue academic excellence.

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
Green, Tiffany	Principal	The School-based/ CPST leadership team functions as a committee at the school. This committee is comprised of the School Principal, school instructional leader, that drives the operational and instructional operations of the school. One Assistant principal, that assist in the daily operations of the school and oversees certain instructional subject areas. Our reading and math coaches serve as professional development facilitators as well as instructional models for teachers. The school counselor provides input and support in the area of counseling and behavior interventions. We are fortunate to have both reading and math interventionists who serve our lowest performing students in the area of tier 3 instruction and remediation. Lastly, we have our Professor In Residence and our Clinical Residence Facilitator who serve as liaisons for the University of North Florida. The Leadership Team meets weekly while the CPST team meets minimum once per month to discuss the implementation of the RtI process at the school. The team analyzes the scheduling, materials, and progress monitoring process of RtI for the school. The CPST leadership team develops and revises the school RtI handbook for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The CPST leadership team works closely with the RtI problem solving team to provide professional development for teachers regarding the fidelity of the implantation of RtI. Progress monitoring forms and frequency charts are develop through the CPST leadership team as well as RtI implementation plans.
Roach , Patrick	Assistant Principal	
Joseph, Lakeysha	Instructional Coach	
Maxey, Michael	Instructional Coach	
Parris, Angela	Teacher, K-12	
Penn, Stephanie	Teacher, K-12	

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	83	98	89	107	58	87	0	0	0	0	0	0	0	522
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	17	27	62	0	0	0	0	0	0	0	106

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	

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	11	0	0	0	0	0	0	0	0	0	11
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

Wednesday 8/21/2019

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	58	36	44	42	31	34	0	0	0	0	0	0	0	245
One or more suspensions	4	2	4	8	1	11	0	0	0	0	0	0	0	30
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	84	66	97	0	0	0	0	0	0	0	247

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	28	35	60	26	46	0	0	0	0	0	0	0	195

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	32%	50%	57%	36%	49%	55%
ELA Learning Gains	53%	56%	58%	53%	56%	57%
ELA Lowest 25th Percentile	56%	50%	53%	55%	54%	52%
Math Achievement	47%	62%	63%	60%	62%	61%
Math Learning Gains	54%	63%	62%	73%	63%	61%
Math Lowest 25th Percentile	57%	52%	51%	79%	54%	51%
Science Achievement	31%	48%	53%	44%	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	83 (0)	98 (0)	89 (0)	107 (0)	58 (0)	87 (0)	522 (0)
Attendance below 90 percent	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)	17 (0)	27 (0)	62 (0)	106 (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	20%	51%	-31%	58%	-38%
	2018	29%	50%	-21%	57%	-28%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	36%	52%	-16%	58%	-22%
	2018	23%	49%	-26%	56%	-33%
Same Grade Comparison		13%				
Cohort Comparison		7%				
05	2019	24%	50%	-26%	56%	-32%
	2018	36%	51%	-15%	55%	-19%
Same Grade Comparison		-12%				
Cohort Comparison		1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	61%	-16%	62%	-17%
	2018	48%	59%	-11%	62%	-14%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	38%	64%	-26%	64%	-26%
	2018	50%	60%	-10%	62%	-12%
Same Grade Comparison		-12%				
Cohort Comparison		-10%				
05	2019	38%	57%	-19%	60%	-22%
	2018	52%	61%	-9%	61%	-9%
Same Grade Comparison		-14%				
Cohort Comparison		-12%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	49%	-23%	53%	-27%
	2018	44%	56%	-12%	55%	-11%
Same Grade Comparison		-18%				
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	21	59	64	22	37	40					

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	28	38	32	42	44	41	25				
BLK	28	55	64	43	51	61	27				
HSP	36	41	38	49	58	58	27				
MUL	33	70		67	90						
WHT	38	60	80	54	51		38				
FRL	29	54	63	47	55	55	28				

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	17	24	27	23	67	67	27				
ELL	15	35	38	46	42	50					
BLK	31	38	41	47	53	50	41				
HSP	25	38		53	52						
MUL	45			73							
WHT	29	47	60	63	73	70	78				
FRL	29	41	49	52	59	54	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	19	38	42	25	52		9				
ELL	14	54	55	44	65						
BLK	31	51	55	56	69	79	34				
HSP	36	50		64	78		59				
MUL	65			81							
WHT	39	56		60	78		50				
FRL	35	53	60	59	72	82	41				

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	47
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	48
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	37
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	47
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	44
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	65
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	
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	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.

Science- A majority of our 5th grade students scored a level 1 in reading prior to entering the 5th grade. As a result many of our level 1 and some level 2 students did not perform well on the Science exam. One of our teachers was new to this content area as well.

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

Science- A majority of our 5th grade students scored a level 1 in reading prior to entering the 5th grade. As a result many of our level 1 and some level 2 students did not perform well on the Science exam. One of our teachers was new to this content area as well.

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.

Reading Proficiency- Many of our students struggle in the areas of comprehension and vocabulary.

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

ELA Lowest 25th Percentile- Targeted small group instruction, that focused on standards remediation.

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

The number of students scoring level 1 on state assessments
The number of students with excessive absents

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

1. Reading Proficiency
2. Reading Gains
3. Reading and Math Lowest 25th Percentile
4. Math Proficiency
5. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Proficiency and Lowest Performing Quartile
Rationale	If we Improve the level of rigor and the implementation of targeted tier two instruction in the areas of reading through the use of LLI, Reading Mastery, Corrective Reading, and iReady lessons, students will be adequately prepared for the Florida Standards Assessment thus raising our overall proficiency levels in this area.

State the measurable outcome the school plans to achieve	ELA/Reading Achievement- 40.0 ELA/Reading Gains- 55.0 ELA/Reading BQ Gains -60
Person responsible for monitoring outcome	Tiffany Green (fullwoodt@duvalschools.org)
Evidence-based Strategy	Reading Coach will be used to ensure that teachers are properly trained on how to use the intervention programs. Reading Coach will also assist in the monitoring of tier two instruction and ensuring that the programs are being implemented with fidelity. The Reading Coach will also model for and support teachers as needed. The Reading Interventionists will assist in the implementation of these programs by providing small group instruction to our lowest performing students.
Rationale for Evidence-based Strategy	Reading proficiency increased by two percentage points. We also experienced an increase in both learning and bottom quartile gains. As a school, we would like to make additional gains in both of these areas. iReady Toolkit Collaborative Planning DRA kits Computers/IPads FSA item specs Achievement Level Descriptors Reading Mastery/Corrective Reading

Action Step	
Description	1. Reading Coach and Interventionist provide teacher training on administering a DRA and LLI Program 2. All Reading Teachers will be trained and Reading Mastery and Corrective Reading will be implemented on a daily basis. 3. Administration and Reading Coach monitor the implementation of these programs. 4. Teachers bring their small group plans and student work to Collaborative Planning to determine student progress and next steps. 5. Administration and coaches will conduct classroom walk-throughs using targeted observation form.
Person Responsible	Lakeysha Joseph (josephl@duvalschools.org)

#2	
Title	Math Proficiency and Lowest Performing Quartile
Rationale	If we actively target and maintain a focus on the students who regressed in math proficiency and/or learning gains, students will be better prepared to meet grade-level expectations and/or show growth the state assessment

State the measurable outcome the school plans to achieve	FSA Math Proficiency - 57 FSA Math Gains - 66 FSA Math BQ Gains - 68
Person responsible for monitoring outcome	Tiffany Green (fullwoodt@duvalschools.org)
Evidence-based Strategy	Math Coach will be used to ensure that teachers are properly trained on how to use the intervention programs. Math Coach will also assist in the monitoring of tier two instruction and ensuring that the programs are being implemented with fidelity. The Math Coach will also model for and support teachers as needed. The Math Interventionists will assist in the implementation of these programs by providing small group instruction to our lowest performing students.
Rationale for Evidence-based Strategy	Based on 18-19 FSA Math results, we need to focus on small instructional groups, as well as individual learning paths to meet the needs of students who regressed in the math proficiency and/or learning gains. FSA Item Specifications FSA Math Achievement Level Descriptors Collaborative Planning Blended Learning Math Manipulatives Math Coach Math Interventionist iReady Math Toolkit Unify Acalectics

Action Step	
Description	1. Provide training on accessing grade level and classroom data through Unify, Baseball Card and iReady. 2. During common planning, use data to target standards that need to be re-mediated. 3. Using the standards that will be re -mediated, we will choose lessons from the iReady Toolbox that address these standards. 4. Provide training on the Acaletics Program and monitor its fidelity. 5. Use common planning to discuss different ways to promote student accountability with blended learning tools.
Person Responsible	Michael Maxey (maxeym@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).

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.

Woodland Acres Elementary has many partnerships throughout the community of Jacksonville. Currently, the school is partnered with three faith-based partners - Destination Church and Impact Church.

Destination Church provides many needs for our students to support the well-being of the child as well as academic success. Destination Church has provided clothes for students that need them throughout the school day. They also hold a coat drive in the winter for students that do not have protection from the cold temperatures. The church provided holiday gifts for students in December.

Impact Church has agreed to partner with Woodland Acres Elementary to participate in a mentoring program with our most at-risk students. They will participate in a weekly "Power Lunch" which pairs a church member with a student to have conversations and promote the love a reading. Impact Church also provided school supplies for students at the beginning of the school year.

Blessings in a Backpack has also partnered with Woodland Acres this year. This program will provide 200 meals per week to some of our most neediest students, so that they will have food to eat over the weekend.

Woodland Acres Elementary School is also a Professional Development School for the University of North Florida. This partnership provides many opportunities for teacher and student growth. UNF students complete field experiences, course work, and internships at Woodland Acres Elementary. Through these programs, Woodland Acres students are provided tutoring and tiered interventions.

The UNF partnership also brought the business partnership of Main Street America, Inc. to Woodland Acres Elementary. The partnership with MSA has resulted in a supply drive, monthly tutoring, a book drive, and 5th grade field trip to their business headquarters.

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.

Arlington Full Service provides many of the social-emotional services needed for our students. These services include counseling and mentoring programs.

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

The Pre-K program at Woodland Acres Elementary consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing, and math standards used in Kindergarten and integrate social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten.

Within the first 45 days of enrollment, kindergarten students are given the FLKRS assessment for kindergarten readiness. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

Students that are enrolled in a VPK classroom in Duval County will develop a PreK readiness portfolio that will follow them into kindergarten. This portfolio will contain information on assessment results taken throughout PreK to give the kindergarten teachers a basis for student grouping and interventions.

As a part of our 5th grade transitional plan, our 5th grade students have a chance to visit the middle schools within our current feeder pattern. During these visits the students go on a tour of the school and they have a chance to talk with the school counselors and administration about middle school expectations and possible electives and extra-curricular activities.

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.

Reading Coach-Assists in the K-12 implementation of the K-12 Reading Plan by coaching, training, and supporting classroom teachers.

Math Coach-Improves math instruction and content knowledge by coaching, training, and supporting school-based mathematics teachers

Reading/Math Interventionist-Provides explicit Reading/Math instruction in a one-to-one or small group setting to improve specific reading skills of a particular child or small group of children to support regular classroom instruction. Works with school principal and reading teacher to design and create intervention plans of learning aligned with regular classroom reading objectives and most appropriate for each child or small group of students identified as at-risk of meeting grade level reading proficiency. Monitors and reports student progress and/or response to planned program of reading instruction and adjusts as needed to increase student reading achievement.

Paraprofessional-Responsibilities for the majority of the time must be spent on small group tutoring or instruction of children

Our Leadership team meets on a weekly basis to discuss data and how these individuals can better support our teachers and students. Each individual is required to keep a log of how they are assisting our students and teachers.

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 partnership with UNF and Communities In Schools, our students are afforded opportunities to visit several college campuses.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading Proficiency and Lowest Performing Quartile	$0.00
2	III.A.	Areas of Focus: Math Proficiency and Lowest Performing Quartile	$0.00
		Total:	**$0.00**