Sadie T. Tillis Elementary School

2019-20 Schoolwide Improvement Plan

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Sadie T. Tillis Elementary School

6084 MORSE AVE, Jacksonville, FL 32244

http://www.duvalschools.org/sadietillis

Demographics

Principal: Helen Dunbar

Start Date for this Principal: 7/22/2019

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 (50%) 2017-18: C (49%) 2016-17: C (47%) 2015-16: C (46%) 2014-15: F (29%)
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 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	86%

School Grades History

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

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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 faculty and staff at Sadie T. Tillis Elmentary School believe we must be open-minded to working together and plan and implement a hands-on, minds-on curriculum daily.

Provide the school's vision statement.

Sadie T. Tillis Elemenary School will be a school where all students are meeting standards, thinking critically, and exceeding targets in a hands-on learning environment.

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
Dunbar, Helen	Principal	Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.
Perry, Danielle	Assistant Principal	Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.
Johnson, Latona	School Counselor	Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives. Conducts classroom guidance activities focused on academic, career, and social emotional learning. Makes student referrals to school and community agencies and provides regular and appropriate feedback to teachers. Provides students, parents, and teachers with appropriate and necessary support, consultative services, and training.
Baker-Allen, Alicia	Instructional Coach	Assists school administrators, school-based reading coaches, and teachers with analysis of school, class, and individual student data to determine needs in reading and ELA. Models and conducts focus walks with school-based personnel to collect and analyze data to

Name	Title	Job Duties and Responsibilities
		plan for instruction and professional development. Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring and facilitating study groups. Interprets state and district mandates for teachers and math coaches, and how these mandates support student achievement. Supports teachers and reading coaches with planning instruction to meet student needs through differentiated.
Shako, Sherell	Instructional Coach	Improves math instruction and content knowledge by coaching, training, and supporting schoolbased mathematics teachers. Assist school administrators and math teachers with analysis of school, class, and individual student data to determine needs in mathematics. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assists mathematics teachers with planning instruction and assessments based on national and state standards and benchmarks; use of pacing charts and instructional strategies and materials; and use of data from formative assessments and district assessments to improve instruction.

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	87	76	64	88	90	94	0	0	0	0	0	0	0	499
Attendance below 90 percent	76	28	19	22	25	17	0	0	0	0	0	0	0	187
One or more suspensions	17	25	7	11	10	18	0	0	0	0	0	0	0	88
Course failure in ELA or Math	2	36	39	58	60	67	0	0	0	0	0	0	0	262
Level 1 on statewide assessment	22	36	39	58	60	67	0	0	0	0	0	0	0	282

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	7	5	7	13	8	0	0	0	0	0	0	0	0	40
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)
24

Date this data was collected or last updated
Monday 7/22/2019

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	28	36	23	34	25	21	0	0	0	0	0	0	0	167
One or more suspensions	7	4	12	14	22	15	0	0	0	0	0	0	0	74
Course failure in ELA or Math	15	8	5	13	10	0	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	19	39	25	57	74	54	0	0	0	0	0	0	0	268

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	38%	50%	57%	41%	49%	55%
ELA Learning Gains	46%	56%	58%	59%	56%	57%
ELA Lowest 25th Percentile	36%	50%	53%	63%	54%	52%
Math Achievement	55%	62%	63%	47%	62%	61%
Math Learning Gains	64%	63%	62%	40%	63%	61%
Math Lowest 25th Percentile	70%	52%	51%	33%	54%	51%
Science Achievement	43%	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	87 (0)	76 (0)	64 (0)	88 (0)	90 (0)	94 (0)	499 (0)
Attendance below 90 percent	76 ()	28 ()	19 ()	22 ()	25 ()	17 ()	187 (0)
One or more suspensions	17 ()	25 (0)	7 (0)	11 (0)	10 (0)	18 (0)	88 (0)
Course failure in ELA or Math	2 ()	36 (0)	39 (0)	58 (0)	60 (0)	67 (0)	262 (0)
Level 1 on statewide assessment	22 ()	36 (0)	39 (0)	58 (0)	60 (0)	67 (0)	282 (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	35%	51%	-16%	58%	-23%
	2018	39%	50%	-11%	57%	-18%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	34%	52%	-18%	58%	-24%
	2018	36%	49%	-13%	56%	-20%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
05	2019	29%	50%	-21%	56%	-27%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	49%	61%	-12%	62%	-13%	
	2018	51%	59%	-8%	62%	-11%	
Same Grade Comparison		-2%					
Cohort Comparison							
04	2019	47%	64%	-17%	64%	-17%	
	2018	57%	60%	-3%	62%	-5%	
Same Grade Comparison		-10%					
Cohort Comparison		-4%					
05	2019	42%	57%	-15%	60%	-18%	
	2018	41%	61%	-20%	61%	-20%	
Same Grade Comparison		1%					
Cohort Comparison		-15%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	37%	49%	-12%	53%	-16%	
	2018	54%	56%	-2%	55%	-1%	
Same Grade Comparison		-17%					
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	24	27	20	34	50	59	25				
ELL	29	52	38	46	68	71	17				
BLK	35	46	31	53	66	63	39				
HSP	34	36	38	53	65	83	25				
MUL	65	73		76	73						
WHT	40	46		52	43						
FRL	34	43	38	54	64	74	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	18	27	27	35	55	36	29				
ELL	13	14	10	40	53	40					
BLK	34	41	54	52	54	43	42				
HSP	37	48		53	65	40	71				
MUL	50	54		61	69						
WHT	49	43		64	70						
FRL	38	43	44	53	60	47	54				

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	33	64		37	36						
ELL	20			27	36						
BLK	35	60	63	41	34	38	37				
HSP	39	58		40	33						
MUL	64	30		71	60						
WHT	56	65		57	50						
FRL	41	57	57	43	37	28	38				

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	54
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	80
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	50
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	
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	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
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	72
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	45
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	53
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 data component that showed the lowest performance in the 2018-2019 school year was ELA Achievement. Contributing factors to this performance was the 50% of ELA teachers are considered novice and have 0-3 years of experience and did not have a strong knowledge of pedagogy. Also having a high percentage of students with disability not meeting the proficiency level in ELA for their grade level also contributed to a lower ELA Achievement percentage.

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

The data component that showed the greatest decline from the 2017-2018 school year to the 2018-2019 school year was Science Achievement. Contributing factors included 50% of teachers who taught this subject were novice teachers, lack of district support for professional development in content area, and collaboration of best practices in Science between experienced and novice teachers.

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.

5th Grade ELA Achievement had the greatest gap when compared to the state average. Contributing trends/factors include the number of students not meeting ELA Achievement in prior grade levels and not making enough learning gains Grade 5 to meet the achievement (proficiency) score.

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 Math Lowest 25th Percentile. To help improve math scores a Math Intervention time and groups were implemented with the help of the Math Coach. The math coach, VE teachers and instructional paraprofessionals instructed groups in different math domains/standards that were low in i-Ready data and mid year scrimmage data.

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

Areas of concerns are the number of students with attendance below 90% and the number of students that scored level on statewide assessments.

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

1. Instruction
2. Attendance
3. School Culture

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Instruction: Standards Base and Small Group
Rationale	Standards base and small group instruction is a focus due to the number of novice teachers (ELA and math), the declining scores of reading achievement and learning gains in core subject areas.

State the measurable outcome the school plans to achieve	If teacher knowledge and pedagogy increase with standards base and differentiated small group instruction,then students will show an overall increase in reading and mathematics achievement by 3%.
Person responsible for monitoring outcome	Helen Dunbar (dunbarh@duvalschools.org)
Evidence-based Strategy	Analysis of student work Quarterly progress monitoring assessments Classroom Standards- Based Walkthrough Implementation of Supplements: Math Acaletics, Reading Mastery, LLI (Leveled Literacy Intervention)
Rationale for Evidence-based Strategy	Data from the quarterly progress monitoring assessments will be used to analyze student understanding, determine standards/domains for re-teach to increase mastery. Analysis of student work will determine gaps in learning and the quality of student task to ensure that it aligns with grade level standards as outlined in the achievement level descriptors. The use of the standards base walkthrough instrument will help to determine teacher level of understanding and pedagogy in order to strategically tier levels of support for teachers. Research-based Supplemental programs serve as a tier 2 support.

Action Step	
Description	1. Collect, analyze and discuss student work with teachers at each standard 2. Dissaggregate and discuss data from quarterly PMA with teachers and students and determine next instructional steps for reteach and reassess in small group learning environment. 3. Data from the classroom standard walkthrough will be analyzed with the Instructional Leadership Team to determine levels of support for teachers. In addition, data will be discussed at the district/regional level for analysis of curriculum and instructional support. 4. Closely monitor for fidelity and consistency with supplemental tier 2 supports. Monitor data from checkpoints and discuss with teachers and students. Ensure students are placed in correct groups.
Person Responsible	Danielle Perry (bennefield@duvalschools.org)

#2	
Title	Student Daily Attendance
Rationale	Historical data of student daily average shows a daily attendance below 90% at every grade level.

State the measurable outcome the school plans to achieve	If school-wide iniatives are put in place to monitor student attendance, then the daily average attendance percentage will show an overall increase by 3%.
Person responsible for monitoring outcome	Latona Johnson (johnsonl12@duvalschools.org)
Evidence-based Strategy	Weekly recognition of grade level and class specific with highest attendance average each week. Monthly recognition of perfect attendance Students earn DOJO points for daily attendance
Rationale for Evidence-based Strategy	Weekly recognition of grade level and speicific class with the highest attendance is being implemented to motivate students to come to school. It is also used as a tool for teachers to motivate students to attend school as a healthy competition. Monthly recognition will motivate student attendance by obtaining tangible awards Adding attendance as an area of focus in classroom DOJO, will give students a greater opportunity of being particpants in monthly classroom/grade level participation

Action Step	
Description	1. Guidance, with support of Social Worker and District Truancy Officer, will monitor attendance and all excessive absences. 2. Students with tardies schedule AIT meetings by school counselor 3. School front office personnel and data entry clerk will monitor absences and present administration and school counselor with monthly reports of individual students who are flagged with an high absenteeism rate. 4.Issue awards and other tangible items for perfect attendance and increase of student attendance.
Person Responsible	[no one identified]

#3	
Title	Students with Disabilities Instruction
Rationale	Increasing student achievement with students with disabilities subgroup is a focus due to trends of declining reading achievement and learning gains in core subject areas.

State the measurable outcome the school plans to achieve	If teacher knowledge and pedagogy of effective strategies for learning disabled students increase , then students will show an overall increase in reading and mathematics achievement by 3%.
Person responsible for monitoring outcome	Danielle Perry (bennefield@duvalschools.org)
Evidence-based Strategy	Effective teaching strategies Analysis of student work Quarterly progress monitoring assessments Classroom Standards- Based Walkthrough Implementation of Supplements: Math Acaletics, Reading Mastery, LLI (Leveled Literacy Intervention) and Corrective Reading
Rationale for Evidence-based Strategy	Data from the quarterly progress monitoring assessments will be used to analyze student understanding, determine standards/domains for re-teach to increase mastery. Analysis of student work will determine gaps in learning and the quality of student task to ensure that it aligns with grade level standards as outlined in the achievement level descriptors. The use of the standards base walkthrough instrument will help to determine teacher level of understanding and pedagogy in order to strategically tier levels of support for teachers. Research-based Supplemental programs serve as a tier 3 support.

Action Step	
Description	1. Collect, analyze and discuss student work with teachers at each standard 2. Dissaggregate and discuss data from quarterly PMA with teachers and students and determine next instructional steps for reteach and reassess in small group learning environment. 3. Data from the classroom standard walkthrough will be analyzed with the Instructional Leadership Team to determine levels of support for teachers. In addition, data will be discussed at the district/regional level for analysis of curriculum and instructional support. 4. Closely monitor for fidelity and consistency with supplemental tier 3 supports. Monitor data from checkpoints and discuss with teachers and students. Ensure students are placed in correct groups.
Person Responsible	Danielle Perry (bennefield@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.

In the school's mission statement we strive to work with all stakeholders to bridge learning from school to home. The school will host quarterly school functions that will educate and involve family engagement. These functions are scheduled with AM and PM events in order to meet the needs of our community and families.

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.

The school has a full time school counselor and a part time mental health counselor to support, counsel and offer resources to both the student and family. Referrals for support can be made by staff and family members.

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

The school counselor conducts lessons with students or classes that focuses on transitioning grade levels at the beginning of the school year and at the end. Students who are identified who may need additional counseling, receives it in individual services

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.

As a Title 1 school, federal funds are used to allocate additional personnel positions: reading and math instructional coach and parent liaision, and the purchase of instructional curriculum. Historical data from state assessments shows the school's reading proficiency, learning gains and movement of the bottom quartile is below the 50%. Reading proficiency is below the expected required level (at least 41%) of the Federal Index. Moreover, state performance data in math proficiency, learning gains and movement of the bottom quartile flucates each year. To meet the need of all students and accomplish the desired results of student achievement, employing instructional coaches will help provide support to teachers in understanding standards, planning and with facilitating effective instruction. Consequently, purchasing research base supplemental materials: Reading Mastery, Corrective Reading, Math and Science Acaletics will be used daily to provide additional remedial instruction to all students. The school will also employ a part time parent liasion (if additional funds are available) to who will connect with families and community to foster strengthen parental involvement directly at school and at home. To support this goal, educational activities will be purchased for parents to take home and work with thier child(ren).

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

The school strives to promote college and career awareness by establishing partnership with local businesses and organizations. We invite members to join our School Advisory Council and connect with the school by volunteering at the school, and being actively involved in our after school program.

Part V: Budget

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

1	III.A.	Areas of Focus: Instruction: Standards Base and Small Group				$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1161 - Sadie T. Tillis Elementary School	Title, I Part A	240.0	$2,400.00
			Notes: Reading Mastery is a researched based supplement used to provide direct instruction to students (K-2) who are struggling with decoding and phonics.			
			1161 - Sadie T. Tillis Elementary School	Title, I Part A	150.0	$0.00
			Notes: Corrective Reading is a researched based supplement used to provide direct instruction to students (3rd and LPQ 4th & 5th) who are struggling decoding and comprehension			
			1161 - Sadie T. Tillis Elementary School	Title, I Part A	360.0	$0.00
			Notes: Math Acaletics is a researched based program designed to enhance classroom instruction and increase student achievement and performance in grades 2nd-5th			
			1161 - Sadie T. Tillis Elementary School	Title, I Part A	100.0	$0.00
			Notes: Science Acaletics is a researched based program designed to enhance classroom instruction and increase student achievement and performance in grade-5th			
2	III.A.	Areas of Focus: Student Daily Attendance				$0.00
3	III.A.	Areas of Focus: Students with Disabilities Instruction				$0.00
					Total:	$2,400.00