Windy Hill Elementary School

2019-20 Schoolwide Improvement Plan

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Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

http://www.duvalschools.org/windyhill

Demographics

Principal: Lecreshia Harris

Start Date for this Principal: 7/24/2019

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 (53%) 2017-18: C (53%) 2016-17: D (38%) 2015-16: C (41%) 2014-15: C (41%)
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 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	82%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	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 mission of Windy Hill is to grow leaders one child at a time.

Provide the school's vision statement.

The vision of Windy Hill Elementary School is to be a learning community. Everyone is expected to have high goals, work hard, and achieve success.

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
Harris, Lecreshia	Assistant Principal	* Evaluates standards based instruction, analyzes data to make instructional decisions and actively leads and participates in professional development sessions. * Participates in behavior and academic data collection by tracking and monitoring discipline referrals and offers professional development for faculty to develop interventions and strategies to help improve overall behavior. * Collaborates with the MTSS team, in conjunction with the school psychologist, guidance counselor and school social worker to identify students who are "at risk" based on social history, academics and attendance.
Reddick, Calvin	Principal	? Serve as the proud instructional leader/first-class teacher of the learning community ? Responsible for working with staff, students, and families to achieve the school's vision ? Lead and monitor the implementation of standards-based education through weekly common planning sessions ? Communicate the school's vision, mission, and priorities to the community ? Set annual learning gains, school improvement goals, and other targets to increase student achievement from grade of "F" to "C" in two years (Windy Hill Elementary) ? Use data as a component of planning for instructional improvement ? Provide differentiated professional development for all stakeholders based on needs to increase student achievement ? Use financial resources and capital goods and services to support school priorities ? Develop and maintain good public relations between school and community ? Organize effective use of the services of both certificated and non-certificated personnel ? Manifests a professional code of ethics and values ? Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
O'Neal, Asia	Instructional Coach	*Supports teachers as they enhance their content knowledge in the area of Reading. * Assist teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning. * Analyzes data in order to provide professional development and technical support to teachers and staff regarding data management and instruction.

Name	Title	Job Duties and Responsibilities
Oxendine, Christina	Instructional Coach	Christina Oxendine, Math, Instructional Coach • Leads professional development sessions for teachers to enhance their content knowledge and instructional practice. • Supports and analyzes student assessment data. • Assists teachers with instructional decisions based on assessment data. • Provides support for classroom motivation and management strategies. • Provides teacher resources related to instruction and curriculum. • Models effective differentiated instruction. • Works towards meeting district improvement goals.

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	85	103	70	82	91	95	0	0	0	0	0	0	0	526
Attendance below 90 percent	29	41	23	23	23	22	0	0	0	0	0	0	0	161
One or more suspensions	2	6	2	9	9	7	0	0	0	0	0	0	0	35
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	45	66	39	65	60	68	0	0	0	0	0	0	0	343

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	29	54	27	49	43	47	0	0	0	0	0	0	0	249

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	17	17	12	21	13	0	0	0	0	0	0	0	0	80
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)
31

Date this data was collected or last updated
Wednesday 7/24/2019

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	36	26	28	37	24	27	0	0	0	0	0	0	0	178
One or more suspensions	5	3	11	10	9	2	0	0	0	0	0	0	0	40
Course failure in ELA or Math	6	0	0	0	2	1	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	27	24	45	80	64	61	0	0	0	0	0	0	0	301

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	35	23	49	61	38	47	0	0	0	0	0	0	0	253

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%	34%	49%	55%
ELA Learning Gains	56%	56%	58%	43%	56%	57%
ELA Lowest 25th Percentile	56%	50%	53%	29%	54%	52%
Math Achievement	52%	62%	63%	51%	62%	61%
Math Learning Gains	63%	63%	62%	56%	63%	61%
Math Lowest 25th Percentile	57%	52%	51%	37%	54%	51%
Science Achievement	47%	48%	53%	19%	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	85 (0)	103 (0)	70 (0)	82 (0)	91 (0)	95 (0)	526 (0)
Attendance below 90 percent	29 ()	41 ()	23 ()	23 ()	23 ()	22 ()	161 (0)
One or more suspensions	2 ()	6 (0)	2 (0)	9 (0)	9 (0)	7 (0)	35 (0)
Course failure in ELA or Math	0 ()	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	45 ()	66 (0)	39 (0)	65 (0)	60 (0)	68 (0)	343 (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	34%	51%	-17%	58%	-24%
	2018	30%	50%	-20%	57%	-27%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	40%	52%	-12%	58%	-18%
	2018	39%	49%	-10%	56%	-17%
Same Grade Comparison		1%				
Cohort Comparison		10%				
05	2019	35%	50%	-15%	56%	-21%
	2018	35%	51%	-16%	55%	-20%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	40%	61%	-21%	62%	-22%
	2018	40%	59%	-19%	62%	-22%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	53%	64%	-11%	64%	-11%
	2018	54%	60%	-6%	62%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		13%				
05	2019	51%	57%	-6%	60%	-9%
	2018	49%	61%	-12%	61%	-12%
Same Grade Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	49%	-8%	53%	-12%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		-4%				
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	39	54	25	61	58	31				
ELL	30	51	48	43	61	55	29				
BLK	39	61	64	49	69	75	39				
HSP	33	49	47	50	62	59	42				
WHT	50	71		67	65		68				
FRL	40	58	61	52	65	60	47				

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	33	27	24	50	58	33				
ELL	25	51	64	48	69	73	30				
BLK	33	44	29	45	63	64	29				
HSP	35	54	54	56	65	67	53				
MUL	13	42		25	42						
WHT	52	49		61	67		57				
FRL	38	48	47	52	63	64	43				

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	11	33	44	22	35	32					
ELL	21	38	20	38	49	42	11				
BLK	27	36	33	44	56	38	16				
HSP	32	50	28	51	56	42	13				
MUL	33	30		47	60						
WHT	43	46		59	55		28				
FRL	31	40	32	48	52	39	19				

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	72
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	49
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	57
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	64
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	57
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 2019 Reading Proficiency component showed the lowest performance with 38%. In 2017, the proficiency was 34% and increased back to 38% in 2018. The trend appears to show the reading "bubble" students are not making adequate progress towards proficiency. The data indicates this group continue to perform within 10 points of proficiency on the state assessment. This group includes one-third ESOL and ESE students.

Our population is becoming more diverse and we are up to eight different languages and several cultures. The learning is impacted based on where the student comes from and previous schooling. The group has received intensive interventions including small group tutoring and Corrective

Reading. Teachers have received basic GLAD training, but would benefit from ongoing professional development. We plan to dig deeper with GLAD and Kagan strategies. Also, strategies to increase parental involvement and family learning. We must educate parents on how to help at home.

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

The 2019 Math Lowest Performing component showed the greatest decline from 68% to 57% (-11). In 2017, the proficiency was 37% and increased to 68% in 2018. The trend appears to show the "lowest performing" students are not making adequate progress to demonstrate a learning gain. This group includes a variety of students. The students in this group are ESOL and ESE.

Our population struggles with receiving the interventions offered by the school due to transportation challenges, illness, family responsibilities, behavior issues, and language barriers. We plan to reach these students during the school day, but the multiple barriers stated above hinders the impact of those interventions. We must reach these students in order for our school grade and overall growth of these students to improve.

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 Reading Proficiency component had the greatest gap when compared to the state average. The school is 19 points behind the state. The trend appears to show the reading "bubble" students are not making adequate progress towards proficiency. The data indicates this group continue to perform within 10 points of proficiency on the state assessment. This group includes one-third ESOL and ESE students.

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

The Reading Lowest Performing component had the most improvement. The component increased from 48% to 56%. We created strategic before and after-school tutoring plans with staff whose students consistently demonstrate learning gains. We used research-based interventions such as Corrective Reading and Phonics for Reading.

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

The EWS Data from Part I (D) shows poor attendance and poor reading performance as two areas of concern.

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

1. Increase Reading Proficiency to 42%
2. Increase Math Proficiency to 55%
3. Increase Math Lowest Performing to 65%
4. Increase the Learning Gains for ESE Student

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Learning Gains for ESE (SWD) and ESOL Students
Rationale	Based on the past two years of FSA data, the trend appears to be that our ESE and ESOL "bubble" and "lowest performing" students are not making adequate progress towards learning gains and proficiency.
State the measurable outcome the school plans to achieve	The learning gains will increase from 56% to 60% in reading lowest performing learning gains and from 57% to 62% in math lowest performing learning gains.
Person responsible for monitoring outcome	Calvin Reddick (reddickc@duvalschools.org)
Evidence-based Strategy	Famaliarize teachers wth the Florida Standards and Item Specifications in order to leverage instructional resources to design lessons that are directly aligned to Florida Standards.
Rationale for Evidence-based Strategy	The strategy will assist teachers and paraprofessionals with a deeper understanding of the Florida Standards and Item Specifications which will drive our standards-based instruction.
Action Step	
Description	1. Utilize Corrective Reading and Acaletics to address gaps in learning during Tier 2 instruction. 2. Utilize Title 1 funds to hire a Reading Coach, Math Coach, general education teacher, and tutor. 3. Professional development sessions will focus on unpacking standards and deepening knowledge of the pedagogy needed to delivery effective instruction. These sessions will include student work analysis protocol. 4. Administrators and instructional coaches will lead professional development sessions weekly. 5. Administrators will conduct weekly walkthroughs to track and monitor progress.
Person Responsible	Calvin Reddick (reddickc@duvalschools.org)

#2	
Title	Increase the Culture and Climate
Rationale	Based on the discipline data from the 2018-2019 school year, we will decrease the number of referrals by 5%. There was a spike in referrals due to many new students from various places including out of the country. ESE (SWD) and ESOL students were suspended at a higher rate than their peers.
State the measurable outcome the school plans to achieve	The 5% decrease in discipline referrals will lead to an increase in positive culture and climate for all stakeholders as evident in all stakeholder survey data.
Person responsible for monitoring outcome	Lecreshia Harris (harrisl1@duvalschools.org)
Evidence-based Strategy	The school will implement a Positive Behavior Intervention Support (PBIS) Plan with fidelity to support the area of focus. Also, the school will continue to utilize the Leader in Me program to develop the whole child and cultivate leadership skills in every student.
Rationale for Evidence-based Strategy	The PBIS plan will lead to an increase in positive social and emotional relationships among students, staff, parents, and other stakeholders.
Action Step	
Description	1. Facilitate quarterly cultural competency training sessions for staff and checkpoints throughout the year. 2. Administrators and Guidance Counselor will track and monitor IEP goals in FOCUS and with teachers. 3. Utilize Class Dojo to strengthen home-school communication with parents and guardians. 4. Continue to implement The Leader in Me program to increase the desired behaviors. 5. Implement monthly leadership socials with specific targets and goals like NO referrals and 95% attendance. 6. Utilize Guidance Counselor to facilitate whole group and small group sessions. 7. Administrators will conduct weekly walkthrouhgs to track and monitor progress. ESOL paraprofessionals will be utilized to communicate with non-English speaking students and parents.
Person Responsible	Lecreshia Harris (harrisl1@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.

All stakeholders are invited to all events and activities at Windy Hill Elementary School. The events are on the school's social media outlets and the monthly school calendar which is distributed to all stakeholders. The school host events and information is translated in different languages since we have a high ESOL population. Parents of ESE students are also encouraged to attend events and give input. The school promotes district and community events as well to ensure all stakeholders remain abreast on what is available in the district and school community. The school utilizes a Tuesday Folder system and student agendas to communication daily/weekly with parents and/or guardians. During school events, stakeholders are encouraged to give feedback and input.

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 implements the Sanford Harmony curriculum and the Leader in Me curriculum to address the social-emotional needs of all students. The school has a full-time guidance counselor and a full-time mental health therapist to support all students. The counselor and therapist meet with individual students, groups of students, and parents. The school also takes advantage of the Big Brother Big Sisters mentoring program to support all students. The school has several partnerships with community businesses that offer various goods and services to support family needs that often impact social-emotional challenges.

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

The school offers a transition programs for new pre-kindergarten and kindergarten students. Also, the school offers a program for exiting fifth grade students in order to lay the foundation for a smooth transition to 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.

The school leadership team reviews academic and behavior data to determine student needs. The information is shared with the staff, SAC, and PTA in order to problem-solve and create a plan with solutions. The principal effectively allocates resources so the school meets and/or exceeds the targets set by the state, district, and school. The various groups meet monthly to determine the pulse of the plan and make adjustments when necessary. The principal creates systems to track and monitor the inventory utilized to execute the plan. The assistant principal, instructional coaches, school bookkeeper, lead ESE teacher monitor the use of all instructional materials including materials in the Parent Resource Center.

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 promotes college and career awareness through the annual career day. The school invites all local businesses in the school community to participate in the career day. Students are given opportunities to conduct research regarding college and careers through the Leader in Me curriculum. Students are given an opportunity to select a leadership role on campus that relates to their future career. Also, the school maintains a highly effective partnership with the University of North Florida and CrossRoad United Methodist Church. These organizations support all school efforts to raise awareness of post-high school options which include college and various careers,

Part V: Budget

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

1	III.A.	Areas of Focus: Increase Learning Gains for ESE (SWD) and ESOL Students	$0.00
2	III.A.	Areas of Focus: Increase the Culture and Climate	$0.00
		Total:	**$0.00**