Hammett Bowen Jr. Elementary School

2019-20 Schoolwide Improvement Plan

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Hammett Bowen Jr. Elementary School

4397 SW 95TH ST, Ocala, FL 34476

[no web address on file]

Demographics

Principal: Traci Crawford

Start Date for this Principal: 7/1/2017

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)	90%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (45%) 2016-17: C (50%) 2015-16: C (48%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Marion County School Board.

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	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

At Hammett L. Bowen Jr. Elementary, our mission is to build a school that will focus on success; a school that celebrates diversity while strengthening the common thread that binds us. Hammett L. Bowen Jr. Elementary school will become a model for a strong school and community program dedicated to building the "whole child."

Provide the school's vision statement.

At Hammett L. Bowen Jr. Elementary, everyone works together to build relationships in order to provide rigorous and relevant learning for ALL students.

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
Crawford, Traci	Principal	
Terrell, Tracy	School Counselor	
Leilich, Steven	Assistant Principal	
Boutwell, Sonia	Instructional Coach	
Hunt, Brian	Instructional Coach	

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	122	112	147	148	147	143	0	0	0	0	0	0	0	819
Attendance below 90 percent	51	42	40	51	42	32	0	0	0	0	0	0	0	258
One or more suspensions	7	1	9	9	6	17	0	0	0	0	0	0	0	49
Course failure in ELA or Math	9	10	25	16	11	13	0	0	0	0	0	0	0	84
Level 1 on statewide assessment	0	0	0	68	57	59	0	0	0	0	0	0	0	184

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	15	17	29	31	24	45	0	0	0	0	0	0	0	161

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	21	1	0	0	0	0	0	0	0	0	22
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)

52

Date this data was collected or last updated

Friday 8/2/2019

Prior Year - As Reported

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	9	14	14	15	15	0	0	0	0	0	0	0	0	67
One or more suspensions	4	1	3	6	11	9	0	0	0	0	0	0	0	34
Course failure in ELA or Math	10	14	21	9	15	0	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	69	81	119	0	0	0	0	0	0	0	269

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	21	32	40	24	68	0	0	0	0	0	0	0	0	185

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	9	14	14	15	15	0	0	0	0	0	0	0	0	67
One or more suspensions	4	1	3	6	11	9	0	0	0	0	0	0	0	34
Course failure in ELA or Math	10	14	21	9	15	0	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	69	81	119	0	0	0	0	0	0	0	269

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	21	32	40	24	68	0	0	0	0	0	0	0	0	185

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	59%	47%	57%	51%	52%	55%
ELA Learning Gains	58%	56%	58%	57%	57%	57%
ELA Lowest 25th Percentile	52%	52%	53%	49%	53%	52%
Math Achievement	62%	51%	63%	50%	52%	61%
Math Learning Gains	68%	58%	62%	51%	54%	61%
Math Lowest 25th Percentile	53%	49%	51%	34%	43%	51%
Science Achievement	48%	47%	53%	56%	51%	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	122 (0)	112 (0)	147 (0)	148 (0)	147 (0)	143 (0)	819 (0)
Attendance below 90 percent	51 (9)	42 (14)	40 (14)	51 (15)	42 (15)	32 (0)	258 (67)
One or more suspensions	7 (4)	1 (1)	9 (3)	9 (6)	6 (11)	17 (9)	49 (34)
Course failure in ELA or Math	9 (10)	10 (14)	25 (21)	16 (9)	11 (15)	13 (0)	84 (69)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	68 (69)	57 (81)	59 (119)	184 (269)

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	55%	44%	11%	58%	-3%
	2018	59%	46%	13%	57%	2%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	62%	49%	13%	58%	4%
	2018	44%	43%	1%	56%	-12%
Same Grade Comparison		18%				
Cohort Comparison		3%				
05	2019	51%	45%	6%	56%	-5%
	2018	44%	46%	-2%	55%	-11%
Same Grade Comparison		7%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	49%	7%	62%	-6%
	2018	55%	48%	7%	62%	-7%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	60%	54%	6%	64%	-4%
	2018	46%	47%	-1%	62%	-16%
Same Grade Comparison		14%				
Cohort Comparison		5%				
05	2019	60%	45%	15%	60%	0%
	2018	48%	50%	-2%	61%	-13%
Same Grade Comparison		12%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	44%	3%	53%	-6%
	2018	51%	49%	2%	55%	-4%
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	33	45	47	33	51	45	33				
ELL	38	57	60	48	60	47	27				
ASN	89	73		94	82						
BLK	61	54	36	51	69	60	42				
HSP	49	53	52	58	68	58	37				
MUL	67	71		43	57						
WHT	63	60	59	66	69	48	53				
FRL	51	52	55	55	68	50	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	38	36	24	43	48	29				
ELL	27	30	22	33	40	41	15				
ASN	82			82							
BLK	43	38		39	44		54				
HSP	46	42	25	46	47	37	44				
MUL	57	57		52	57						

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
WHT	50	43	28	55	56	40	60				
FRL	42	41	29	44	49	41	51				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS (header above the two rows above)

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	27	40	30	20	34	20	27				
ELL	21	52	54	29	27	20	20				
ASN	77			92							
BLK	55	56		41	58	55	47				
HSP	45	54	46	45	45	24	42				
MUL	56	20		69	40						
WHT	53	63	55	52	54	35	67				
FRL	42	52	50	44	54	43	39				

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)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	8
Percent Tested	99%

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	51
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	53
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	55
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	60
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	60
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	55
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 fifth grade scores showed the lowest performance in the content area of science. The contributing factors could be a lack of understanding of the standards, item specs, reading comprehension, and hands-on activities.

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

The third grade scores showed the greatest decline in the content area of ELA. The contributing factors could be a large percentage of students with disabilities, ELL language barriers, and a lack of understanding of the standards to support reading comprehension.

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 fourth grade math content area showed the greatest gap when compared to the state average. The contributing factors could be ELL language barriers and a lack of understanding of the standards and item specs.

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

The fourth grade scores showed the most improvement in the content area of ELA. There was a focus on understanding the Florida Standards using the item specs, using materials and resources that are aligned to the Florida Standards, protecting instructional time and common collaborative planning,

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 concern are attendance and course failure in ELA or math.

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

1. Delivering quality instruction with materials and resources aligned to the Florida Standards will continue to be a priority.
2. Support all students with MTSS and differentiated instruction with interventions and enrichment to improve performance.
3. Focus on our Parent Family Engagement Plan to provide a variety of engaging activities.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standards-based Instruction and Resources
Rationale	There was an increase in student performance based on the 2019 Florida Standards Assessment (FSA) data. Working together, the administration/leadership team and the teachers will continue to analyze and respond to the data (lagging/leading). Only then can we continue to determine the needs of professional development to support instructional delivery and acquire resources and services aligned to the standards to increase our student achievement. In addition, the classroom setting will exhibit an environment conducive to learning to promote student success through positive discipline and increase attendance.
State the measurable outcome the school plans to achieve	If teachers focus on the Florida Standards through standard focus boards and rigorous/ relevant instructional delivery in all content areas, then student achievement on state/ district assessments will improve a minimum of 3%. The current percentage levels of 3 and above are: 3rd Grade ELA proficiency level 55% Math proficiency level 56% 4th Grade ELA proficiency level 62% Math proficiency level 60% 5th Grade ELA proficiency level 51% Math proficiency level 60% Science proficiency level 47%
Person responsible for monitoring outcome	Traci Crawford (traci.crawford@marion.k12.fl.us)
Evidence-based Strategy	Members of the administration/leadership team will collect and analyze various student data (iReady, DRA2, QSMA, CMSA, etc.) to ensure student performance. Results will provide information to guide professional development, the coaching cycle, and curricular support for teachers and paraprofessionals. Information (discipline/attendance data) will also be used to guide the school discipline and attendance programs.
Rationale for Evidence-based Strategy	Effective administrators inspect what is expected. As data is collected and observations occur, revisions in direct instruction and professional development opportunities will be implemented.
Action Step	
Description	1. The majority of teachers will have a 50-minute common planning time 5 days/week. 2. Content Area Specialists (CAS) will be funded to provide the coaching, modeling and professional development to teachers in ELA and math/science. 3. The administration and content area specialists will work with the teachers on collaborative planning, PLC,

and data dig meetings.
4. Funds will be allocated to purchase materials, human resources, and services aligned to the standards to
support student achievement, school discipline and promote attendance.
5. Additional support outside of the school day will be provided to targeted students in need.

Person Responsible	Traci Crawford (traci.crawford@marion.k12.fl.us)

#2	
Title	MTSS Focus
Rationale	There was an increase in the overall student performance for learning gains based on the 2019 Florida Standards Assessment (FSA) data.
State the measurable outcome the school plans to achieve	If teachers provide effective differentiated instruction to address student/subgroup needs, then proficiency levels will improve by 3% and the federal index gap of FSA scores will close and increase in the subgroups <41%.
Person responsible for monitoring outcome	Steven Leilich (steven.leilich@marion.k12.fl.us)
Evidence-based Strategy	Members of the administration/leadership team will monitor the assessment of students throughout the year. The results will identify students needs (trends, specific areas of weakness and support the selection of interventions). In addition, the results will provide information to guide instructional support (professional development, the coaching cycle, and curricular support for teachers and paraprofessionals).
Rationale for Evidence-based Strategy	Our instructional focus needs to include all students, whether they are in need of interventions or enrichment to to ensure success for all and meet and/or exceed the guidelines for the Federal index (<41%).
Action Step	
Description	1. Funds will be allocated to purchase materials, human resources, and services aligned to the standards to support student achievement. 2. The students will be progress monitored throughout the year. 3. Students will receive differentiated interventions 30 minutes/day, 5 days/week during the MTSS block. 4. The students will be assessed with the iReady, DRA2, and/or FLKRS diagnostic tools to get baseline data. 5. The administration/leadership team and teachers will monitor the "watch" list of our lowest 25th percentile in ELA and mathematics.
Person Responsible	[no one identified]

#3	
Title	Family Engagement
Rationale	Each year Title I surveys the parents. Many of our parents responded to the Marion County Public Schools (MCPS) 2018-2019 10-question survey and provided comments. Based on that information, there is a need to improve our parent and family engagement in order to increase learning gains.

State the measurable outcome the school plans to achieve	If we provide capacity building strategies to parents and families that address and promote family engagement in ELA, Math and Science, then we will see increased learning gains for intermediate students and increased foundational skills in the primary grades as measured by local assessment and data.
Person responsible for monitoring outcome	Traci Crawford (traci.crawford@marion.k12.fl.us)
Evidence-based Strategy	The Hammett L. Bowen Jr. staff will work together to build and maintain relationships with parents and the community to support our students.
Rationale for Evidence-based Strategy	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Action Step	
Description	1. Teachers will schedule a minimum of one parent-teacher conference per semester during the year for each student. Two early release days will be used to schedule parent teacher meetings to provide flexible meeting times. Teachers will complete parent-teacher conference NCR forms during the conference. Forms will be archived with student records. 2. The Hammett L. Bowen Jr. Elementary School administration and staff will host various events to promote our Parent and Family Engagement Plan. Events will include, but not be limited to orientation, open houses (K-2 & 3-5), Math and Movement Night, Math and Geography Publix Night, Science Nights, etc. The activities are scheduled throughout the year and stakeholders will be vetted for participation. Our content area specialists will team with the administration to ensure these events are successful. 3. The school will have multiple and flexible opportunities to build better relationships between school and home, by keeping parents better informed about their child's progress, and developing and/or monitoring a relevant plan for the student's future. 4. Teachers will introduce and review the Title I School-Parent Compact. During the review potential plans can be developed to support the student to promote overall school success. 5. Parents will have a better understanding of academic resources (iReady, additional support plan, 20-minute nightly reading, etc.) and be able to support students at school and home.

Person Responsible   Traci Crawford (traci.crawford@marion.k12.fl.us)

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.

The administration and staff work to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students in a variety of ways. Please see some of the examples of how we build positive relationships.

Parents of Kindergarten students complete a survey to provide teachers with background knowledge to build a strong rapport.

Teachers are required to have a minimum of two parent–teacher conferences during year. At least one of the conferences has to be in person (face-to-face).

During the first few weeks of school, teachers implement "getting to know you" activities and focus on procedures to build a sense of community within the classroom.

The leadership team coordinates "getting to know you" activities for community members, the school's business partners and the staff.

Our parent and family activities (orientation, open house, etc.) also offer opportunities to promote engagement between the community, parents, and students.

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.

Marion County Public Schools is committed to providing both academic and social-emotional learning support to all students to help promote school success. In cooperation with Senate Bill 7030, all school districts must assess, identify, and provide timely interventions to students with emotional and/or behavioral needs. Furthermore, the Multi-Disciplinary Team at each school is responsible for providing support for identified students and working with our community partners and families to help remove barriers to student learning.

Multi-Disciplinary Teams review multiple sources of data and information to determine appropriate evidence-based interventions including screening data (Behavioral and Emotional Screening System) and information gathered on Multi-Disciplinary Referral forms.

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

MCPS provides an Exceptional Student Education Pre-K program at our schools for eligible 3 through 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

MCPS also provides a Summer VPK Program for all eligible Pre-K students. Our parents had the option of choosing one of ten sites to enroll their students in the VPK program.

Stagger Start is a District Initiative to assist students in transitioning into Kindergarten. The number of students who attend school during Stagger Start depends on the number of days the program will be implemented. The students are divided by the number of days. Small groups of students provide teachers with the opportunity to assess and transition students into Kindergarten. After the brief transition, all students report to school.

In addition to incoming students, out-going 5th graders are provided the opportunity to visit and learn about their transition from elementary to middle school. Students visit the middle school campus and meet with the key members of the staff that will help their transition. Students receive information concerning classes, school environment, enrichment and extra curricular activities. A guided tour of the campus is also included during this visitation.

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 leadership team meets weekly to create, monitor and revise instructional support. During that time, we work to find school wide trends and make decisions in order to problem solve academic strategies or interventions needed to improve student achievement. We also focus on supporting and motivating the faculty and staff to do their best to provide engaging opportunities to improve our students' achievement through high effect-size strategies.

The leadership team identifies and aligns all available resources through coordinated services and programs. We review student data (lagging & leading) to determine the needs of the students, instructional staff, and parent engagement. To support our efforts, we use the 8-step problem solving process to identify goals, barriers, strategies, and activities that may provide the outcome. After the needs are determined, the administration allocates funding for resources and services to support curriculum, enhance professional development, and coordinate services for students and families. As the resources are delivered, a designee will maintain them (receive, label, distribute, collect, etc.). Teachers are also able to identify strengths and areas of improvement to ensure their instruction aligns to the standards.

Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.
As a K-5 school, we have an exploratory Career Day where representatives from many fields come and talk to students for career awareness.

Part V: Budget

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

1	III.A.	Areas of Focus: Standards-based Instruction and Resources	$0.00
2	III.A.	Areas of Focus: MTSS Focus	$0.00
3	III.A.	Areas of Focus: Family Engagement	$0.00
		Total:	$0.00