

Escambia County School District

# Navy Point Elementary School



2019-20 Schoolwide Improvement Plan

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# Navy Point Elementary School

1321 PATTON DR, Pensacola, FL 32507

www.escambiaschools.org

## Demographics

**Principal: Monica Ford Harris C**

Start Date for this Principal: 7/11/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (48%) 2017-18: D (33%) 2016-17: D (37%) 2015-16: C (42%) 2014-15: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Escambia 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](http://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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[www.escambiaschools.org](http://www.escambiaschools.org)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

## School Grades History

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

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<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

All members of the school community work together to motivate students to develop into successful learners, good citizens, and future leaders.

#### Provide the school's vision statement.

Create a school where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

### 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
Ford-Harris, Monica	Principal	
Rudd, Catherine	Assistant Principal	
Gooden, Bernita	School Counselor	
White, Kanisha	Instructional Coach	
Rose, Tiffany	Instructional Media	

### 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	73	94	57	72	76	69	0	0	0	0	0	0	0	441
Attendance below 90 percent	11	12	10	11	12	13	0	0	0	0	0	0	0	69
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	9	4	2	12	2	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	4	27	30	0	0	0	0	0	0	0	61

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	1	0	0	1	12	7	0	0	0	0	0	0	0	21

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	4	14	1	3	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	5	4	0	0	0	0	0	0	0	10

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

46

**Date this data was collected or last updated**

Thursday 7/11/2019

**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	6	1	6	5	2	0	0	0	0	0	0	0	0	20
One or more suspensions	0	8	3	5	7	17	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	6	7	16	8	3	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	12	21	51	0	0	0	0	0	0	0	84

**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	2	1	11	9	16	0	0	0	0	0	0	0	39

**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	6	1	6	5	2	0	0	0	0	0	0	0	0	20
One or more suspensions	0	8	3	5	7	17	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	6	7	16	8	3	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	12	21	51	0	0	0	0	0	0	0	84

**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	2	1	11	9	16	0	0	0	0	0	0	0	39

**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	42%	53%	57%	28%	50%	55%
ELA Learning Gains	53%	55%	58%	40%	51%	57%
ELA Lowest 25th Percentile	53%	52%	53%	44%	43%	52%
Math Achievement	41%	57%	63%	32%	53%	61%
Math Learning Gains	53%	60%	62%	29%	53%	61%
Math Lowest 25th Percentile	56%	52%	51%	30%	45%	51%
Science Achievement	38%	54%	53%	59%	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	73 (0)	94 (0)	57 (0)	72 (0)	76 (0)	69 (0)	441 (0)
Attendance below 90 percent	11 (6)	12 (1)	10 (6)	11 (5)	12 (2)	13 (0)	69 (20)
One or more suspensions	1 (0)	0 (8)	0 (3)	0 (5)	0 (7)	0 (17)	1 (40)
Course failure in ELA or Math	0 (0)	9 (6)	4 (7)	2 (16)	12 (8)	2 (3)	29 (40)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (12)	27 (21)	30 (51)	61 (84)

**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	46%	56%	-10%	58%	-12%
	2018	36%	52%	-16%	57%	-21%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	40%	52%	-12%	58%	-18%
	2018	23%	51%	-28%	56%	-33%
Same Grade Comparison		17%				
Cohort Comparison		4%				
05	2019	27%	51%	-24%	56%	-29%
	2018	21%	44%	-23%	55%	-34%
Same Grade Comparison		6%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	55%	-4%	62%	-11%
	2018	41%	54%	-13%	62%	-21%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	35%	58%	-23%	64%	-29%
	2018	20%	58%	-38%	62%	-42%
Same Grade Comparison		15%				
Cohort Comparison		-6%				
05	2019	26%	55%	-29%	60%	-34%
	2018	21%	52%	-31%	61%	-40%
Same Grade Comparison		5%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	55%	-23%	53%	-21%
	2018	34%	55%	-21%	55%	-21%
Same Grade Comparison		-2%				
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	35	32		33	55	50	46				
ELL	43	50		26	57		18				
BLK	31	49	50	30	40	41	32				
HSP	55	60		43	68		39				
WHT	44	53		51	65		41				
FRL	40	49	54	37	51	50	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	33	43	31	29	32	13	33				
ELL	35	50		20	29						
BLK	22	26	23	24	31	28	36				
HSP	30	43	50	28	29		38				
MUL	21	10		36	40						
WHT	39	36		39	38		53				
FRL	24	31	43	29	35	24	33				

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	6	25		6	30	31					
ELL	27	40		27	40						
BLK	19	42	56	27	26	40	37				
HSP	32	40		36	30						
MUL	19	17		13	8						
WHT	36	48		38	36		63				
FRL	26	41	39	28	27	24	54				

### 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	49
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	58
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	42
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%	

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	
<b>White Students</b>	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	46
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 was our lowest achievement area in 2018-2019. Our overall achievement was 38%, which was down from the previous year of 39%. Some of the contributing factors include teacher turnover rate due to VAM and teacher certification, pacing of instructional time, and the lack of hands on activities throughout the year to support learning connections.

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

Science again was our greatest decline in 2018-2019. Our overall achievement was 38%, which was down from the previous year of 39%. Some of the contributing factors include teacher turnover rate due to VAM and teacher certification issues, pacing of instructional time, and the lack of hands on activities throughout the year to support learning connections.

**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.**

Math achievement was the component with the greatest gap when compared to the state average in 2018-2019. There was a 22 percentage point difference between our school and the state average (Navy Point 41% and the state average 63%). Some of the contributing factors to this significant difference include insufficient practice of gridded response items, teacher misconception of small group instruction, and teacher turnover rate due to VAM and certification issues.

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

Math learning gains for the lowest 25% was the most improved component in 2018-2019. This area improved from 26% in 2017-2018 to 56% in 2018-2019 (30 percentage points). The contributing factors include tutoring services during the school day for select students, focused small group instruction on the lowest areas of need, after-school tutoring for targeted students, integration of literacy in math through classroom libraries, as well as the targeted use of i-Ready for 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 two areas of concern based on the data are attendance and the number of level 1 students. We know that the more days students miss school, the more likely they are to score a level 1 on the Florida Standards Assessment. By increasing the attendance rate we will hopefully reduce the number of level 1 students. This will help to move us closer to our goal of 50% or higher in all components based on the Florida Standards Assessment.

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

1. Science Achievement
2. Writing Instruction
3. Behavior Training and Support
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#1

<b>Title</b>	Science Achievement
<b>Rationale</b>	Navy Point Elementary's science achievement declined by one percentage point from 2017-2018 to 2018-2019 (39% to 38%). There is one teacher who is teaching all of the science in grade 5. She has a degree in the area of science. The students will have an hour block that is dedicated to science instruction to include labs. Our Curriculum Coordinator is working with K-5 to implement STEM activities monthly. Our Physical Education and Music teacher will be incorporating science content into their areas such as: force and motion, as well as sound energy. We will also implement a science vocabulary focus school-wide to ensure all students have exposure to the terms prior to grade 5.

**State the measurable outcome the school plans to achieve**

Navy Point's achievement goal of 45% or higher for science based on the 2019-2020 FCAT Science Assessment.

**Person responsible for monitoring outcome**

Monica Ford-Harris (mford-harris@ecsdf.us)

**Evidence-based Strategy**

In addition to the district provided resources, Navy Point has purchased Study Island to be used as an instructional supplement. The lessons and assessments directly align to the FCAT Science Assessment. Additional book titles that are science based will be added to classroom libraries. This will support the literacy integration into the science block.

**Rationale for Evidence-based Strategy**

Study Island's lessons/videos help reiterate the standards. Specific lessons can be assigned for remediation purposes. The post-assessment can also serve as a re-assessment of standards missed on the unit assessments.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Monthly STEM activities (K-5)</li> <li>2. Re-assessment following remediation</li> <li>3. Standards based labs</li> <li>4.</li> <li>5.</li> </ol>
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**Person Responsible**

Kanisha White (kwhite3@ecsdf.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).**

Writing instruction is an additional area of focus school-wide. Dr. Rich, DOE Specialist will be training and supporting teachers with this area. She will work with 4th and 5th grade teachers on understanding the rubrics and expectations for students. Scoring of monthly writings will be another area that Dr. Rich will train and support teachers on throughout the year. Teacher knowledge of scoring will help improve the editing process of students. During the writing chats they will be able to coach students through the self correction steps.

Behavior support is another area of focus school-side. Mrs. Tedder, Behavior Analyst from the district will be meeting with our faculty throughout the year to provide various trainings related to behavior. Two trainings that are already set up are Behavior 101 and de-escalation training.

## 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.**

Navy Point Elementary will hold several Family Nights throughout the year. These events will be in addition to the required parent events such as orientation and open house. During the events families will be provided resources and strategies to support their students at home. Modeling the use of the resources and/or strategies will be key to them being successfully implemented at home.

We will host 2-3 book fairs during the year in conjunction with our grade level musicals. This will be another strategy used to involve families in our school. Providing opportunities for families to build their home libraries supports the academic goals set for our school.

Our Assistant Principal is working with a military contact to establish a partnership/mentor program. This will help to foster the relationship with our community members. They will come in once a week to meet with the student assigned. During this time they may read together, share academic concerns, or just enjoy the social time.

### **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.**

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

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

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through (ADD SCHOOL SPECIFIC DETAILS BASED ON HOW YOU ARE SPENDING TITLE I FUNDS).

**Title I, Part C Migrant**

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

**Title I, Part D**

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

**Title II**

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

**Title III-ELL**

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

**Title IX- Homeless**

The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

**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.**

N/A

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

N/A

**Part V: Budget**

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

1	III.A.	Areas of Focus: Science Achievement	\$0.00
<b>Total:</b>			<b>\$0.00</b>