

Escambia County School District

Scenic Heights Elementary School



2019-20 Schoolwide Improvement Plan

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Scenic Heights Elementary School

3801 CHERRY LAUREL DR, Pensacola, FL 32504

www.escambiaschools.org

Demographics

Principal: Michelle Cox G

Start Date for this Principal: 6/1/2017

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)	86%
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 (60%) 2017-18: A (63%) 2016-17: B (56%) 2015-16: B (57%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 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.

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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Scenic Heights, we strive to discover and develop the promise within each child. We, the staff of Scenic Heights Elementary School, consider the needs and interests of each child a priority.

Provide the school's vision statement.

We believe that each child should acquire the fundamental skills necessary for participation in our democratic society. To insure success in our changing society, we challenge our students to pursue the ability to change and to cope with change.

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
Cox, Michelle	Principal	Administration
Smith, Jamie	Teacher, K-12	
Palmer, Tiffany	Teacher, K-12	
Maloney, Katie	Assistant Principal	Administration
Buck, Adam	Teacher, K-12	
Calder, Janette	Teacher, K-12	
Colburn, Sharon	Teacher, K-12	Kdg teacher
Hyder, Amber	Teacher, K-12	instructor
Felder, Paul	Teacher, ESE	4th grade ESE teacher
Schreiber, Sharron	Teacher, K-12	first grade teacher
Gunnell, April	Teacher, K-12	3rd grade ELL teacher

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	133	129	144	105	159	162	0	0	0	0	0	0	0	832
Attendance below 90 percent	9	12	10	12	14	10	0	0	0	0	0	0	0	67
One or more suspensions	0	2	2	1	2	7	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	7	3	6	4	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	5	15	44	0	0	0	0	0	0	0	64

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	0	5	7	10	0	0	0	0	0	0	0	24

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	6	10	0	5	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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

63

Date this data was collected or last updated

Wednesday 8/28/2019

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	1	4	5	5	3	4	0	0	0	0	0	0	0	22
One or more suspensions	0	2	0	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	7	5	8	5	5	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	10	33	36	0	0	0	0	0	0	0	79

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	1	7	4	6	0	0	0	0	0	0	0	18

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	1	4	5	5	3	4	0	0	0	0	0	0	0	22
One or more suspensions	0	2	0	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	7	5	8	5	5	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	10	33	36	0	0	0	0	0	0	0	79

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	1	7	4	6	0	0	0	0	0	0	0	18

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	64%	53%	57%	61%	50%	55%
ELA Learning Gains	56%	55%	58%	61%	51%	57%
ELA Lowest 25th Percentile	52%	52%	53%	48%	43%	52%
Math Achievement	69%	57%	63%	59%	53%	61%
Math Learning Gains	63%	60%	62%	56%	53%	61%
Math Lowest 25th Percentile	51%	52%	51%	44%	45%	51%
Science Achievement	62%	54%	53%	62%	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	133 (0)	129 (0)	144 (0)	105 (0)	159 (0)	162 (0)	832 (0)
Attendance below 90 percent	9 (1)	12 (4)	10 (5)	12 (5)	14 (3)	10 (4)	67 (22)
One or more suspensions	0 (0)	2 (2)	2 (0)	1 (0)	2 (0)	7 (3)	14 (5)
Course failure in ELA or Math	0 (0)	7 (7)	3 (5)	6 (8)	4 (5)	3 (5)	23 (30)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (10)	15 (33)	44 (36)	64 (79)

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	73%	56%	17%	58%	15%
	2018	64%	52%	12%	57%	7%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	55%	52%	3%	58%	-3%
	2018	57%	51%	6%	56%	1%
Same Grade Comparison		-2%				
Cohort Comparison		-9%				
05	2019	59%	51%	8%	56%	3%
	2018	63%	44%	19%	55%	8%
Same Grade Comparison		-4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	55%	23%	62%	16%
	2018	64%	54%	10%	62%	2%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	57%	58%	-1%	64%	-7%
	2018	62%	58%	4%	62%	0%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				
05	2019	68%	55%	13%	60%	8%
	2018	71%	52%	19%	61%	10%
Same Grade Comparison		-3%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	55%	7%	53%	9%
	2018	72%	55%	17%	55%	17%
Same Grade Comparison		-10%				
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	37	45	60	40	60	61	25				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	42	58	57	56	68	69	19				
ASN	69	64		84	83		67				
BLK	45	53	46	48	42	50	33				
HSP	48	53	57	65	69	70	47				
MUL	81	52		78	48		92				
WHT	73	59	57	75	68	45	71				
FRL	59	50	50	62	56	52	54				
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	32	44	60	32	60	71	58				
ELL	31	52	57	45	72	65					
ASN	61	50		74	84						
BLK	42	51	30	43	51	57	56				
HSP	55	46	40	62	73	53	73				
MUL	64	67		73	81						
WHT	72	64	52	74	72	74	81				
FRL	58	56	38	59	65	69	75				
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	18	45	47	21	36	31					
ELL	39	64		46	43						
ASN	69	92		77	62		73				
BLK	39	41	35	33	36	33	36				
HSP	59	55		56	58	45	63				
MUL	65	60		63	53		50				
WHT	67	65	45	65	61	49	67				
FRL	58	62	56	55	56	47	58				

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	61
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	74
Total Points Earned for the Federal Index	491

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	55
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	75
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	45
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	60
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	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	56
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 performed the lowest was our lowest quartile in both ELA and Math. We had lack of quality instruction 4th grade. Neither the ELA or Math lowest quartile doesn't indicate a trend with increasing/decreasing the percentage.

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

The data components that showed the greatest decline were Math Lowest 25th percentile and Science Achievement. Both dropped by 13%. We had lack of quality instruction 4th grade. Possibly this cohort lacked necessary prior Science instruction during grades K-4, considering our 5th grade instructional team has remained consistent.

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 data component had the greatest gap when compared to the state average is Science Achievement. Our school had 62% and the state was at 53%.

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 the ELA Lowest 25th Percentile. Last year we had 43% whereas this year we had 52%. We had our teachers Schoolnet test where every question is related to a state standard. In addition, we had 3rd grade staff changes in ESE inclusion rooms.

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

An area of concern from the EWS data is 44 Level 1's currently sitting in 5th grade.

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

1. Math
2. ELA
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math
Rationale	Although, we showed slight growth in math achievement, we showed a decrease in math learning gains and lowest quartile. Those areas will be our focus.
State the measurable outcome the school plans to achieve	We want to have 69% or higher showing learning gains and 64% or higher of our lowest quartile showing learning gains in math.
Person responsible for monitoring outcome	Michelle Cox (mcox@ecsdf1.us)
Evidence-based Strategy	We are implementing "Bridges Intervention" as a supplemental program to be used in small group math instruction.
Rationale for Evidence-based Strategy	When analyzing our FSA scores, it was apparent that our math lowest quartile needed additional support. "Bridges Intervention" is a supplemental resource designed to compliment core math instruction and focuses on targeting small group and 1:1 instruction in fundamental numeracy and computation concepts and skills.
Action Step	
Description	<ol style="list-style-type: none"> 1. Purchase the "Bridges Intervention" supplemental program. 2. Provide training on implementing the "Bridges Intervention" supplemental program. 3. Follow up on fidelity of the implementation of the "Bridges Intervention" supplemental program. 4. Analyze data to look for increased achievement. 5.
Person Responsible	Michelle Cox (mcox@ecsdf1.us)

#2	
Title	Reading
Rationale	Although we had a slight increase in ELA Achievement, we feel it should be higher than 64%. Our main focus will be to increase our ELA Learning Gains from 56%.
State the measurable outcome the school plans to achieve	We want to have 58% or higher showing learning gains and 65% or higher in ELA Achievement.
Person responsible for monitoring outcome	Michelle Cox (mcox@ecsdfl.us)
Evidence-based Strategy	We have six K-2 teachers attending Orton-Gillingham training. These teachers will then train their own grade levels. In addition, we have purchased the Multisyllabic Word Routine books for our 3rd-5th grade teachers.
Rationale for Evidence-based Strategy	Orton-Gillingham is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds. It also uses multi-sensory teaching strategies to teach reading. This means that educators use sight, hearing, touch, and movement to help students connect and learn the concepts being taught. The Multisyllabic Word Routine is
Action Step	
Description	1.
	2.
	3.
	4.
	5.
Person Responsible	[no one identified]

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.

The Parent and Family Engagement Plan (PFEP) will be written in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

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.

Scenic Heights Elementary provides COUNSELING, SCHOOL-BASED MENTAL HEALTH PROGRAMS, SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES, MENTORING SERVICES, AND OTHER STRATEGIES TO IMPROVE STUDENTS' SKILLS OUTSIDE THE ACADEMIC SUBJECT AREAS. The school has a full time Guidance Counselor who meets with the students on a regular basis. Teachers as well as parents are able to request that the counselor meet with certain students. Scenic Heights has district mentors and GEMS (Grandparents Educating and Motivating Students) that work with students. They meet with students once a week. Our guidance counselor holds a program once a week on the morning news called Guidance Corner and reviews any concerns she might have for the students. She reviews how to treat each other, what is bullying and reads questions and answers that are put in the guidance box by students. The Guidance Counselor presents a lesson to every classroom about bullying and cyber-bullying.

The PTA maintains a Facebook Page for parents. This page provides information about the school and current events happening at the school and in the neighborhood.

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

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.

Incoming kindergarten students are prescreened by their K teachers prior to school starting to ensure they are appropriately grouped within their classrooms prior to the first day and parents have an opportunity to meet with the teacher prior to the first day. A meet and greet is also done prior to school starting so that all students and parents can familiarize themselves with their new teacher and the campus.

Throughout the year the middle school is invited to come and present to the 5th graders - it may be a performance or the band to encourage an interest in the arts at the middle school leave. A parent information evening is planned at the middle schools for all 5th to 6th grade parents in the spring prior to transitioning to middle school.

School personnel conduct tours for any new parents interested in attending Scenic Heights throughout the school year.

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.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted. Classroom teachers maintain ongoing Progress Monitoring. Students identified as deficient (Academic/Behavior) are discussed at Grade Level to develop intervention strategies. Students that continue to be deficient are discussed at the Site Based Leadership Team (SBLT) for additional intervention strategies.

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 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: Math	\$0.00
2	III.A.	Areas of Focus: Reading	\$0.00

Total:	\$0.00
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