

Clay County Schools

J.L. Wilkinson Elementary School



2019-20 Schoolwide Improvement Plan

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J.L. Wilkinson Elementary School

4965 COUNTY ROAD 218, Middleburg, FL 32068

<http://wes.oneclay.net>**Demographics****Principal: Carolyn Hayward**

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: A (62%) 2016-17: C (49%) 2015-16: C (47%) 2014-15: C (49%)
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 Clay 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-6	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	10%

School Grades History

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

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

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 Wilkinson Elementary, we provide high levels of learning for all students. We increase student achievement by having high standards and expectations in which students value and develop a drive, desire, and passion for learning. This is achieved by students being actively engaged in the learning process. By creating an optimal learning environment built on respect, safety and kindness, all students are achievers.

Provide the school's vision statement.

Wilkinson Elementary exists to provide a safe, caring and stimulating environment to prepare life long learners for success by assisting them in acquiring the necessary skills to achieve their fullest potential in a competitive global workplace.

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
Teto, Heather	Principal	
Jackson, Pauline	Psychologist	
Massey, Brian	Instructional Coach	
Rae, Robin	Instructional Coach	
Ruoss, Megan	Teacher, K-12	
Pichoff, Lacey	Teacher, K-12	
Dibble, Ian	Teacher, K-12	
Sheffield, Lindsey	Teacher, K-12	
Kalwasinski, Tessa	Teacher, ESE	
Anloague, Arnold	School Counselor	
Miller, Karen	Teacher, K-12	
Simmons, Stephen	Instructional Coach	
Romito, Karen	Teacher, K-12	
Joshua, Sarah	Teacher, K-12	
Wallace, Anthony	School Counselor	
Hayward, Carolyn	Assistant Principal	
Gann, Ashley	Teacher, K-12	
Fletcher, Amy	Teacher, K-12	

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	0	0	0	1	4	9	6	0	0	0	0	0	0	20
Attendance below 90 percent	0	0	0	1	4	9	6	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	4	9	6	0	0	0	0	0	0	20

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	4	9	6	0	0	0	0	0	0	20

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	9	1	6	0	0	1	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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

65

Date this data was collected or last updated

Wednesday 8/21/2019

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	0	0	0	1	7	3	5	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	7	3	5	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	6	3	6	0	0	0	0	0	0	16

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	0	0	0	1	7	3	5	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	7	3	5	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	6	3	6	0	0	0	0	0	0	16

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	53%	65%	57%	45%	62%	55%
ELA Learning Gains	58%	62%	58%	51%	61%	57%
ELA Lowest 25th Percentile	59%	54%	53%	58%	54%	52%
Math Achievement	57%	70%	63%	53%	64%	61%
Math Learning Gains	56%	66%	62%	51%	60%	61%
Math Lowest 25th Percentile	40%	56%	51%	40%	52%	51%
Science Achievement	58%	65%	53%	42%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	0 (0)	0 (0)	0 (0)	1 (0)	4 (0)	9 (0)	6 (0)	20 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	1 (1)	4 (7)	9 (3)	6 (5)	20 (16)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (1)	4 (7)	9 (3)	6 (5)	20 (16)

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	47%	68%	-21%	58%	-11%
	2018	46%	68%	-22%	57%	-11%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	47%	64%	-17%	58%	-11%
	2018	43%	62%	-19%	56%	-13%
Same Grade Comparison		4%				
Cohort Comparison		1%				
05	2019	55%	62%	-7%	56%	-1%
	2018	49%	59%	-10%	55%	-6%
Same Grade Comparison		6%				
Cohort Comparison		12%				
06	2019	60%	64%	-4%	54%	6%
	2018	57%	63%	-6%	52%	5%
Same Grade Comparison		3%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	71%	-16%	62%	-7%
	2018	53%	70%	-17%	62%	-9%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	56%	69%	-13%	64%	-8%
	2018	63%	66%	-3%	62%	1%
Same Grade Comparison		-7%				
Cohort Comparison		3%				
05	2019	50%	64%	-14%	60%	-10%
	2018	56%	65%	-9%	61%	-5%
Same Grade Comparison		-6%				
Cohort Comparison		-13%				
06	2019	62%	70%	-8%	55%	7%
	2018	71%	68%	3%	52%	19%
Same Grade Comparison		-9%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	63%	-6%	53%	4%
	2018	59%	64%	-5%	55%	4%
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	34	44	50	38	50	40	44				
BLK	60	54		55	31						
HSP	42			50							
MUL	50			60							
WHT	53	58	58	57	57	40	57				
FRL	49	57	64	54	51	38	56				
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	59	63	44	60	46	34				
BLK	43	82		43	82						
WHT	50	66	71	62	73	56	60				
FRL	47	63	69	58	70	57	59				
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	28	38	47	34	38	34	11				
BLK				38							
WHT	47	53	63	53	50	39	44				
FRL	42	45	50	46	46	35	37				

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	54
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	
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43

Students With Disabilities	
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	50
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	46
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	55
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	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Bottom quartile math showed the lowest performance. Due to second year of a multi-year transition to Eureka Math curriculum and a large population of scholars lacking core foundational math skills.

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

Bottom quartile math showed the lowest performance. Due to second year of a multi-year transition to Eureka Math curriculum and a large population of scholars lacking core foundational math skills.

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.

Bottom quartile math showed the lowest performance. Due to second year of a multi-year transition to Eureka Math curriculum and a large population of scholars lacking core foundational math skills.

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

Overall ELA proficiency schoolwide showed the greatest area of improvement. This was due to targeted implementation of strategic small groups schoolwide.

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

A large number of retentions in Kindergarten and first grade as well as attendance.

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

1. Math bottom quartile
2. ELA proficiency
3. Increase attendance schoolwide

4. Consistent schoolwide SEL and PBIS curriculum, strategies and tools.
5. Increase and strengthen use of technology in the classroom and STEM activities

Part III: Planning for Improvement

Areas of Focus:

#1

Title Increase bottom quartile math performance

Rationale In an increase in this area will close the achievement gap in overall math proficiency.

State the measurable outcome the school plans to achieve The goal is to increase bottom quartile math proficiency from 40%-50%.

Person responsible for monitoring outcome Heather Teto (heather.teto@myoneclay.net)

Evidence-based Strategy Implementation of the Data Driven Inquiry cycles (PLCs) to analyze student performance on an ongoing basis to determine utilization of interventions and supports.

Rationale for Evidence-based Strategy Utilizing a continuum of data analysis and intervention implementation will provide the most current assessment of the effectiveness of targeted strategies, tools and resources.

Action Step

Description

1. Strategic use of instructional coaches for targeted groups (Coaching Cycles)
2. Strategic intervention groups utilizing research based strategies and tools for instruction
3. Use of Data Driven Inquiry PLC's to drive instruction by analyzing assessment and student work.
4. Use of district level math specialists
5. Classroom walkthroughs and observations
6. Targeted coaching support with math coaches in grades k-3 and 3-6
7. Academic Intervention Groups formed to support lower quartile scholars
8. Continuous coaching and daily support for math teacher
9. Continuing DDI (Data Driven Instruction) Professional Development with D. Johnson
10. Increase STEM activities lessons to have a common cross curricular language and instructional intentionality with Math and science classes
11. Continue utilization of one to one chromebooks for online assessment, instruction, and synthesis of student generated projects in math and science.

Person Responsible Heather Teto (heather.teto@myoneclay.net)

#2	
Title	Increase overall ELA performance
Rationale	In an increase in this area will close the achievement gap in overall reading proficiency.
State the measurable outcome the school plans to achieve	The goal is to increase overall ELA proficiency from 52% to 60%.
Person responsible for monitoring outcome	Heather Teto (heather.teto@myoneclay.net)
Evidence-based Strategy	Implementation of the Data Driven Inquiry cycles (PLCs) to analyze student performance on an ongoing basis to determine utilization of interventions and supports as well as intentionally targeted small group instruction
Rationale for Evidence-based Strategy	Utilizing a continuum of data analysis and intervention implementation will provide the most current assessment of the effectiveness of targeted strategies, instruction methods, tools and resources.
Action Step	
Description	<ol style="list-style-type: none"> 1. Strategic use of instructional coaches for targeted groups (Coaching Cycles) 2. Strategic intervention groups utilizing research based strategies and tools for instruction 3. Use of Data Driven Inquiry PLC's to drive instruction by analyzing assessment and student work. 4. Use of district level ELA specialists 5. Classroom walkthroughs and observations 6. Strategic, targeted implementation of SRA, SIPPS, LLI, iReady Toolkit, phonemic awareness used in primary grades,(creative teaching press) 7.Focused reading interventions and coordinated supports with paraprofessionals 8.Scope and Sequence for Kindergarten 9.Continuing DDI (Data Driven Instruction) Professional Development with D. Johnson 10. Continue utilization of one to one chromebooks for online assessment, instruction, and synthesis of student generated projects in ELA and Social Studies 11. A coordinated effort with resource to infuse SEL 7 mindsets into lessons across all grade levels
Person Responsible	Heather Teto (heather.teto@myoneclay.net)

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).

ELA proficiency will be a schoolwide priority with coaches, assistants and teachers trained in identifying and instructing in data driven small groups based on individual student data. Additionally, this data be reviewed in weekly DDI groups as well as monthly meeting with grade levels.

Attendance will be prioritized through "Student Success" meetings on a monthly basis as well as the "All Here" curriculum.

SEL and PBIS will be prioritized through the use of the "7 Mindset" curriculum as well as a PBIS online behavior reward system.

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.

Parents/Guardians are contacted via a monthly newsletter, email, phone calls, social media as well as flyers. Additionally, each child on campus is given a student planner; the planner's main function is to communicate the academic and social progress of the child each day. Some of the technological resources that we use to stay connected with families are Twitter, Facebook, Focus Parent Portal, teacher websites, email, Peachjar newsletters, principal newsletters and the oneclay app.

During the school year, grade levels divide up responsibilities for events to attract parents from various grade levels to attend the events. The staff will plan Literacy Week, Science Night, Data Night, Parent Orientation, volunteer orientation, Open House, and Pre-K - 2nd grade Math Morning to involve students, parents, and community members in improving student achievement.

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.

Our school is staffed with two guidance counselors who draft and coordinate student counseling groups. These groups meet weekly to discuss any issues or situations students are dealing with at home or school. We have adopted 7 Mindsets which is a program to encourage appropriate speaking and sharing techniques within the classroom setting to encourage student growth in social-emotional learning. A Buddy Bench has been placed in the playgrounds and children have been provided expectations for its use. Any staff member can sign up at our school to be a mentor to one of our students. Student and mentor meet at least bi-monthly for lunch or over a game of football toss to discuss the child's progress in school or anything they want to share. Our guidance counselors enter classrooms twice a month to deliver Guidance Lessons that target student issues such as bullying or being a good friend. We have a school psychologist and social worker on campus to aide in any situation where advice or help is required for a student at home or at school. During weekly professional development, teachers are provided research and resources on developing positive social-emotional learning concepts to implement in their classroom. To reinforce our Guidelines for Success, we will continue our Wildcat 200 club. Scholars exhibiting our 4 Guidelines for success are provided a paw print when they expectations. Students identifies as at risk will be monitored using EWS. Student Success Meetings with school administration, social worker, teachers and parents will be held. Students showing significant academic concerns will be monitored and placed in MTSS to address learning needs

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

Kindergarten teachers are responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition, our school offers staggered enrollment for kindergarten students, kindergarten camp and a spring Kindergarten parent night (this night is provided to inform incoming kindergarten parent with information regarding expectations). Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten open house/orientation the week before school begins. Children and their parents visit the classroom and meet the teacher.

Within the first 30 days of school, kindergarten teachers screen each child to determine the student's acquisition of specific skills and knowledge. Assessments include The Florida Kindergarten Readiness Screener (FLKRS). A state screening assessment is also given during the first 30 days of school as a screening and diagnostic tool for reading.

Our sixth grade regular education and ESE teachers do a fantastic job preparing our regular education and ESE students for the junior high school. Students experience a healthy amount of project based learning that prepares them for the challenges that await them at the next level of their education. Whether it is researching a paper topic or planning and constructing a science fair project, we consistently attempt to send our students to the junior high with the academic tools they will need to be successful in this day and age. The Junior High school guidance counselors provide a informational forum for rising 6th graders.

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.

A portion of Title I funds are being allocated for after school math and reading tutoring provided as an academic intervention for at risk students. Students are identified by lowest quartile data and teacher recommendation.

Title I funds will be allocated for the purpose of providing professional development in the areas of reading, mathematics, and student engagement. Funds will be utilized for the use of substitutes, so that teachers will be able to attend Professional Development activities and to practice scoring student writing samples. These learning tools help increase student engagement tenfold and provide a magnificent learning tool and outlet for student creativity.

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

Our sixth general education and ESE teachers provide rigorous content and have high expectations for our students transitioning into junior high school. Our students prepare multiple essays, participate in project-based learning, and programs like Achieve3000 to prepare them for the junior high setting. The junior high guidance counselors provide an informational program for the rising sixth grade students. Our sixth grade team assists students in choosing courses for the seventh grade.