

Brevard Public Schools

Imagine Schools At West Melbourne



2019-20 Schoolwide Improvement Plan

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Imagine Schools At West Melbourne

3355 IMAGINE WAY, West Melbourne, FL 32904

<http://www.imaginewm.org>

Demographics

Principal: Brian Degonzague

Start Date for this Principal: 9/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (42%) 2016-17: C (49%) 2015-16: D (34%) 2014-15: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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

N/A

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-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	Yes	55%

School Grades History

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

School Board Approval

N/A

SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

To give students a love of learning that will stay with them through school, university and beyond.

Provide the school's vision statement.

We inspire excellence in education through developing character and enriching minds of all students, becoming the leading school of choice in Brevard County.

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
DeGonzague, Brian	Principal	
Davis, Billie Dee	Dean	

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	78	86	74	63	48	51	44	0	0	0	0	0	0	444	
Attendance below 90 percent	17	13	12	9	8	9	10	0	0	0	0	0	0	78	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
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	3	12	15	2	0	0	0	0	0	0	32	

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	36	44	38	35	35	31	26	0	0	0	0	0	0	245	

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	0	0	0	0	0	0	0	0	0	0	
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)

32

Date this data was collected or last updated

Thursday 9/26/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	

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	54%	62%	57%	49%	63%	55%
ELA Learning Gains	61%	60%	58%	55%	60%	57%
ELA Lowest 25th Percentile	71%	57%	53%	54%	52%	52%
Math Achievement	47%	63%	63%	49%	64%	61%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	62%	65%	62%	57%	62%	61%
Math Lowest 25th Percentile	57%	53%	51%	56%	52%	51%
Science Achievement	48%	57%	53%	23%	56%	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	78 (0)	86 (0)	74 (0)	63 (0)	48 (0)	51 (0)	44 (0)	444 (0)
Attendance below 90 percent	17 ()	13 ()	12 ()	9 ()	8 ()	9 ()	10 ()	78 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	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)	3 (0)	12 (0)	15 (0)	2 (0)	32 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	64%	-12%	58%	-6%
	2018	55%	63%	-8%	57%	-2%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	52%	61%	-9%	58%	-6%
	2018	33%	57%	-24%	56%	-23%
Same Grade Comparison		19%				
Cohort Comparison		-3%				
05	2019	53%	60%	-7%	56%	-3%
	2018	39%	54%	-15%	55%	-16%
Same Grade Comparison		14%				
Cohort Comparison		20%				
06	2019	54%	60%	-6%	54%	0%
	2018	56%	63%	-7%	52%	4%
Same Grade Comparison		-2%				
Cohort Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	61%	-16%	62%	-17%
	2018	55%	62%	-7%	62%	-7%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	59%	64%	-5%	64%	-5%
	2018	29%	59%	-30%	62%	-33%
Same Grade Comparison		30%				
Cohort Comparison		4%				
05	2019	38%	60%	-22%	60%	-22%
	2018	29%	58%	-29%	61%	-32%
Same Grade Comparison		9%				
Cohort Comparison		9%				
06	2019	37%	67%	-30%	55%	-18%
	2018	48%	68%	-20%	52%	-4%
Same Grade Comparison		-11%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	56%	-9%	53%	-6%
	2018	42%	57%	-15%	55%	-13%
Same Grade Comparison		5%				
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	28	56	50	27	58	45					
ELL	39	62		39	46						
BLK	40	57	50	28	43		30				
HSP	59	60		59	76						
MUL	63			44							
WHT	58	63		56	69	70	65				
FRL	54	61	71	47	62	57	48				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	19	25	17	41	33					
ELL	35	38		59	54						
BLK	33	50	42	16	31	27	20				

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
HSP	53	29		49	26						
MUL				40							
WHT	52	50	50	55	57	27	56				
FRL	49	45	43	42	44	31	43				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	41		33	33						
ELL	47			47							
BLK	29	58	62	29	54						
HSP	39	53		35	50						
WHT	62	59		64	60						
FRL	49	55	54	49	57	56	23				

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	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	
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	41
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	66
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	54
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	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	58
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.

Students with disabilities showed a 44% federal index score. This was the lowest subgroup area for Imagine West Melbourne.

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

Students in 3rd Grade ELA and students in 3rd and 6th grade Math each showed a decline, all three subgroups increase the achievement gap between the school and the district/state. Having new teachers on campus definitely impacted the level of content knowledge in mathematics on our campus last year.

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.

Students in 3rd Grade ELA and students in 3rd and 6th grade Math each showed a decline, all three subgroups increase the achievement gap between the school and the district/state. Having new teachers on campus definitely impacted the level of content knowledge in mathematics on our campus last year.

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

ELA and Mathematics learning gains, specifically the lowest quartile learning gains, were areas of great success last year. Our focus on small group instruction seemed to have paid off.

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

Attendance rates are our greatest area of concern. We need to see how we can decrease the number of students that are missing over 10% of the school year.

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

1. Teachers unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring through the use of Curriculum Guides
2. Continue to develop differentiation strategies in order to grow our lowest quartile students.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teachers unpack standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring through the use of Curriculum Guides
Rationale	With teachers unpacking the standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring through the use of Curriculum Guides, all student population will be provided with rigorous instruction.
State the measurable outcome the school plans to achieve	By the end of the school year, 50% of students will be at the Proficient Level or higher, as measured by the ELA and Math State Assessments.
Person responsible for monitoring outcome	Brian DeGonzague (brian.degonzague@imagineschools.com)
Evidence-based Strategy	With the support and guidance of the Instructional coach, teachers will utilize the math pacing guides to collaboratively plan rigorous lessons that integrate the formative assessment data and address misconceptions.
Rationale for Evidence-based Strategy	With teachers unpacking the standards collaboratively in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring through the use of Curriculum Guides, teachers will establish rigorous instructional plans.
Action Step	
Description	<ol style="list-style-type: none"> 1. Establish collaborative planning calendar & Schedule 2. Establish agenda structure to include unpacking of standards, alignment with activities and common assessments. 3. Include interventionists to pull small groups of students to provide remediation for students that are not successful on common assessments. 4. Conduct data chat meetings to review benchmarking data to ensure students are mastering the content. 5. Incorporate the guidance counselor through MTSS for students that are continuously having difficulty in reaching the mastery level after several attempts at remediation.
Person Responsible	Brian DeGonzague (brian.degonzague@imagineschools.com)

#2	
Title	Individualize instruction so that learning is personalized through a sophisticated use of data for differentiated instruction.
Rationale	Individualize instruction so that learning is personalized through a sophisticated use of data for differentiated instruction.
State the measurable outcome the school plans to achieve	By the end of the school year, 50% of students will be at the Proficient Level or higher, as measured by the ELA and Math State Assessments.
Person responsible for monitoring outcome	Brian DeGonzague (brian.degonzague@imagineschools.com)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	With the support and guidance of the Instructional coach and guidance counselor, teachers will analyze and disaggregate data to create small groups for instruction that are fluid and are based on skills that were previously taught.
Action Step	
Description	<ol style="list-style-type: none"> 1. Establish collaborative planning calendar & Schedule 2. Establish agenda structure to include unpacking of standards, alignment with activities and common assessments. 3. Include interventionists to pull small groups of students to provide remediation for students that are not successful on common assessments. 4. Conduct data chat meetings to review benchmarking data to ensure students are mastering the content. 5. Incorporate the guidance counselor through MTSS for students that are continuously having difficulty in reaching the mastery level after several attempts at remediation.
Person Responsible	Brian DeGonzague (brian.degonzague@imagineschools.com)

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.

Imagine Schools at West Melbourne has implemented the use of the Responsive Classroom in order to provide enrichment activities that contribute to a well rounded education.

The Responsive Classroom is a classroom that fosters a sense of belonging, significance, and fun through the use of specific “teacher language”, logical consequences, and the morning meeting. Students begin each day in a positive way through the four components of the morning meeting: greeting, sharing, a group activity, and a morning message. Each component is aligned to current ELA state standards. The Responsive Classroom is designed to teach and reinforce good character, as well as provide opportunities to support academic excellence.

Imagine West Melbourne believes that the social-emotional well-being of the students is just as important as the academic well being of the students. Imagine West Melbourne believes that with a strong community and a sense of belonging, significance, and fun, students will be more capable of being academically successful.

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.

Imagine Schools at West Melbourne has implemented the use of the Responsive Classroom in order to provide enrichment activities that contribute to a well rounded education.

The Responsive Classroom is a classroom that fosters a sense of belonging, significance, and fun through the use of specific “teacher language”, logical consequences, and the morning meeting. Students begin each day in a positive way through the four components of the morning meeting: greeting, sharing, a group activity, and a morning message. Each component is aligned to current ELA state standards. The Responsive Classroom is designed to teach and reinforce good character, as well as provide opportunities to support academic excellence.

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

Imagine Schools at West Melbourne includes a VPK program. The program incorporates the DOE standards; additionally the VPK director meets with the kindergarten team to implement strategies (primarily letters and sounds) that will make the transition to kindergarten easier for the students. In April a Kindergarten round up is held for all incoming kindergartners, in order to introduce kindergarten expectations to the prospective parents.

In August, prior to the beginning of the school year, each student is assessed by the kindergarten teacher on their mathematics and literacy skills. Students with deficiencies can be given extra support (small group instruction, MTSS) from the beginning of the school year. FLKRS is assessed to determine additional needs such as motor skills that will be needed to insure the students’ success in kindergarten. The Kindergarten Literacy Survey is administered quarterly, and instruction is scaffolded to meet the needs of each student. County assessments in Mathematics and Science are also administered quarterly.

Sixth grade parents are offered the opportunity to conference with the principal to discuss Middle School and Jr./Sr. High School options. Annually, Imagine opens its doors to all Middle School and Jr./Sr. High Schools to provide informational nights as well.

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.

Data is collected by classroom teacher observations, STAR scores, FAIR scores, district assessments/benchmarks tests, and previous FSA scores where applicable.

Tier 1 is implemented school-wide. Each teacher strives to differentiate instruction in order to ensure all learning styles are reached. The use of "Responsive Classroom" is used school-wide in order to build community and create active engagement within the classroom. Teachers collect data through formal and informal observations, grades, report cards, work samples, specific skill assessments, and checklists.

Tier 2 instruction is incorporated each school day in every class. Students who are struggling with daily classroom instruction become part of small group instruction led by classroom teachers and Title I interventionists. Each classroom has designated MTSS time. These sessions are led by classroom teachers and Title I interventionists. Data is collected through specific skills assessments, work samples, progress monitoring, and observations.

Tier 3 instruction is done in one-on-one situations or targeted small group situations (with no more than 3 students). Data collection is intended to be frequent and assess specific skills that address the challenges or barriers occurring during Tier 1 and Tier 2.

Grade-level teams meet twice a week to co-plan with support from the Dean and Principal. Teachers discuss struggling students and brainstorm different strategies to try to help reach each student's needs. Monthly, teachers meet in their PLC's to discuss the data collected during each of the three tiers.

Title 1 funds are used to supplement the salary of personnel who work with students receiving additional support such as ESE services and small group instruction in content areas. These monies are also used for professional development opportunities for our coaches who in turn deliver training to the teachers. Based on the budget amount allocated to the school, curricular resource may also be covered under this program.

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

Despite being an Elementary School, Imagine West Melbourne focuses on building on skills that will support all students beyond high school, regardless of their path. Communication, Critical Thinking, and Creativity are always at the forefront of lesson plan design.

Part V: Budget

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

1	III.A.	Areas of Focus: Teachers unpack standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring through the use of Curriculum Guides				\$320,826.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	100-Salaries	6515 - Imagine Schools At West Melbourne	Title, I Part A		\$54,446.00
			<i>Notes: Implementation of collaborative planning by grade level with support from the Academic Coach and Principal</i>			
	5000	100-Salaries	6515 - Imagine Schools At West Melbourne	Title, I Part A		\$214,384.00
			<i>Notes: Hire interventionists to provide interventions for student that are not yet reaching mastery level of a skill. Hire a Reading interventionist to support students in the Reading Lab.</i>			
	5000	100-Salaries	6515 - Imagine Schools At West Melbourne	Title, I Part A		\$51,996.00

			Notes: Hire a Guidance Counselor to support instructional interventions and MTSS.			
	5000	100-Salaries	6515 - Imagine Schools At West Melbourne	Title, I Part A		\$0.00
			Notes: Hire a Guidance Counselor to support instructional interventions and MTSS.			
2	III.A.	Areas of Focus: Individualize instruction so that learning is personalized through a sophisticated use of data for differentiated instruction.				\$0.00
Total:						\$320,826.00