

School District of Indian River County

IR PREP



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	17
Budget to Support Goals	19

IR PREP

1426 18TH ST, Vero Beach, FL 32960

www.indianriverschools.org

Demographics

Principal: Dariyall Brown

Start Date for this Principal: 6/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
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	CS&I
* 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 Indian River 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)
High School 5-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

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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.

The Alternative Center for Education is a temporary placement providing a safe, structured environment to effect positive changes in academics, behavior and social skills.

Provide the school's vision statement.

The vision of the Alternative Center for Education is to enhance student achievement by means of teacher collaboration and action which support success for our students.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Hart, Denny	Principal	
Wilson, Kathleen	Teacher, ESE	
Landers, Doris	Teacher, K-12	Varied, educational leader
Wright, Melody	Teacher, ESE	Varied, educational leader
Arce, Annie	Paraprofessional	Varied, resource specialist
Spivey, Rhonda	Paraprofessional	
Smith, Windfred	Teacher, ESE	

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	0	0	0	1	7	14	9	10	4	12	57	
Attendance below 90 percent	0	0	0	0	0	0	0	4	9	7	8	3	8	39	
One or more suspensions	0	0	0	0	0	0	0	2	3	1	2	1	0	9	
Course failure in ELA or Math	0	0	0	0	0	0	0	3	5	3	3	1	0	15	
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	5	3	2	1	0	14	

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	1	5	6	3	3	1	0	19

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	1	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	1	0	2	1	1	0	5	

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

11

Date this data was collected or last updated

Monday 6/17/2019

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	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	

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	5	6	3	3	1	0	18
One or more suspensions	0	0	0	0	0	0	0	2	3	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	4	5	2	3	1	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	5	1	2	1	0	10

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	1	5	6	3	3	1	0	19

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	0%	58%	56%	0%	55%	53%
ELA Learning Gains	0%	54%	51%	0%	49%	49%
ELA Lowest 25th Percentile	0%	40%	42%	0%	34%	41%
Math Achievement	0%	48%	51%	0%	44%	49%
Math Learning Gains	0%	46%	48%	0%	38%	44%
Math Lowest 25th Percentile	0%	39%	45%	0%	31%	39%
Science Achievement	0%	68%	68%	0%	64%	65%
Social Studies Achievement	0%	68%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)								Total
	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	1 (0)	7 (0)	14 (0)	9 (0)	10 (0)	4 (0)	12 (0)	57 (0)
Attendance below 90 percent	0 (0)	0 (0)	4 (0)	9 (0)	7 (0)	8 (0)	3 (0)	8 (0)	39 (0)
One or more suspensions	0 (0)	0 (0)	2 (0)	3 (0)	1 (0)	2 (0)	1 (0)	0 (0)	9 (0)
Course failure in ELA or Math	0 (0)	0 (0)	3 (0)	5 (0)	3 (0)	3 (0)	1 (0)	0 (0)	15 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	3 (0)	5 (0)	3 (0)	2 (0)	1 (0)	0 (0)	14 (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
05	2019	0%	54%	-54%	56%	-56%
	2018					
Cohort Comparison						
06	2019	0%	52%	-52%	54%	-54%
	2018	0%	48%	-48%	52%	-52%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	51%	-51%	52%	-52%
	2018	0%	44%	-44%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	53%	-53%	56%	-56%
	2018	8%	55%	-47%	58%	-50%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
09	2019	0%	55%	-55%	55%	-55%
	2018	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-8%				
10	2019	0%	51%	-51%	53%	-53%
	2018	0%	51%	-51%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	57%	-57%	60%	-60%
	2018					
Cohort Comparison						
06	2019	0%	53%	-53%	55%	-55%
	2018	0%	51%	-51%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	53%	-53%	54%	-54%
	2018	30%	52%	-22%	54%	-24%
Same Grade Comparison		-30%				
Cohort Comparison		0%				
08	2019	0%	47%	-47%	46%	-46%
	2018	9%	51%	-42%	45%	-36%
Same Grade Comparison		-9%				
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	53%	-53%	53%	-53%
	2018					
Cohort Comparison						
08	2019	10%	49%	-39%	48%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		10%				
Cohort Comparison		10%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	67%	-67%
2018	13%	61%	-48%	65%	-52%
Compare		-13%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	71%	-71%
2018	21%	65%	-44%	71%	-50%
Compare		-21%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	64%	-24%	70%	-30%
2018	0%	70%	-70%	68%	-68%
Compare		40%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	58%	-58%	61%	-61%
2018	0%	61%	-61%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	0%	50%	-50%	56%	-56%
Compare		0%			

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
FRL											
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
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

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)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	3
Percent Tested	75%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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

Native American Students	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Our economically disadvantaged students were the lowest performing. Contributing factors are attendance, behavior issues lack of fundamental skills, drug use, lack of parental support.

Furthermore, many of our students involved in the court system are removed which affects attendance, also they rarely return with grades/credits. Students with low attendance become frustrated because they are behind their peers academically.

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

For the past two years the school data shows that all reporting categories are 0 . The transient nature of the population has a negative effect on student achievement. Also, many of our students are actively involved in the court system which can cause multiple absences and missing grades. Attendance is the largest barrier. The data shows that 84% of the students enrolled had attendance below 90% for the 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.

For the past two years the school data shows that all reporting categories are 0 . A major contributing factor is the transient nature of our student population. It is common for students to arrive at the school 1 week before or even on the day of testing. Unfortunately, we are often testing students that we have no idea if or how they have been prepared for testing.

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

According to the data presented we currently have no categories showing positive or negative results. We have began the implementation of SIMs strategies. A research based program designed to achieve a high yield effect on low performing students who have 3 or more early warning indicators. Professional development included Tykes and Teens which is a program for trauma informed care to help guide staff in understanding student crisis and emotional needs. We use CHAMPs which is a classroom management system designed to assist students in understanding expectations of the school wide behavior goals. Students are given information for success upfront.

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

Our two greatest areas of concern are Economically Disadvantaged students and SWD.

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

1. Data Driven Instruction with emphasis on reading and math scores.
2. Attendance
3. Continued Standards Based Instruction
4. Collaborative Planning
5. Professional Development

Part III: Planning for Improvement

Areas of Focus:

#1

Title Academic Gains

Rationale This was identified from data that shows no student gains on testing for the last two years. Improving academically affects student motivation, self-worth, and future goals

State the measurable outcome the school plans to achieve Students will show gains on statewide assessments.

Person responsible for monitoring outcome Denny Hart (denny.hart@indianriverschools.org)

Evidence-based Strategy Kansas University's SIM (Strategic Instructional Model) program. This will be monitored through classroom, school, and district assessments.

Rationale for Evidence-based Strategy We will be using the school wide implementation of Kansas University's SIM (Strategic Instructional Model) program. SIM is a research based program that targets the needs of ESE, economically disadvantage kids, at-risk, and low performing students. This instructional model consists of a two-tiered system: Learning Strategies (the strategies we teach students to improve their overall learning habits; Listening & Note-taking, Test-taking, Sentence Writing and Vocabulary building strategies), and Content Enhancement Routines (powerful tools instructors use to plan, organize and facilitate instruction; Course Organizers, Unit Organizers, Lesson Organizers). Research shows cross-curricular implementation of SIM has resulted in a high-yield increase of a minimum of 18% in student performance.

Action Step

Description

1. Professional Development
2. Collaborative Planning
3. Monitor for Implementation
4. Monitor for Accuracy
5. Evaluated through Marzano

Person Responsible Denny Hart (denny.hart@indianriverschools.org)

#2	
Title	Attendance
Rationale	84% of our students did not reach the 90% attendance requirement.
State the measurable outcome the school plans to achieve	Percentage of student attendance will increase by 100%
Person responsible for monitoring outcome	Denny Hart (denny.hart@indianriverschools.org)
Evidence-based Strategy	PBIS Attendance Data evaluated weekly
Rationale for Evidence-based Strategy	PBIS is an evidence based strategy with measurable goals and reports. It provides information of implementing behavior plans allowing the MTSS team to monitor the progress of student attendance. Based on this data we can then utilize outside sources to further positively affect student attendance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will maintain accurate attendance records. 2. Student attendance data will be collected weekly to recognize and record trends. 3. Parents will be notified of students absences with personal phone call. 4. Rewards will be given to students who improve their attendance. 5. Outside agency assistance will be requested.
Person Responsible	Rhonda Spivey (rhonda.spivey@indianriverschools.org)

#3	
Title	Professional Development
Rationale	Professional development provides instructors with up to date strategies and best practices in order to meet the needs of our diverse Tier 3 student population.
State the measurable outcome the school plans to achieve	The effects of the professional development will be measurable through an increase in student achievement and a decrease in absences and disruptive behaviors.
Person responsible for monitoring outcome	Denny Hart (denny.hart@indianriverschools.org)
Evidence-based Strategy	Kagan Strategies provide teachers with tools to create lessons with more active learning thus increasing student engagement which should in turn lead to higher student achievement in anchor standards. CHAMPS is a school wide management tool that assists teachers in clearly identifying classroom expectations. Tykes and Teens is a program that focuses on current social and emotional stresses on teenagers. Continuing SIMs and Collaborative Planning
Rationale for Evidence-based Strategy	All of these Professional Developments are researched based and provide instructors of Tier 3 student with knowledge and tools critical to the educational development of high risk, economically disadvantage, and low achieving students.
Action Step	
Description	1. Schedule Trainings 2. Provide Practice 3. Implement Skills 4. Use Marzano to assess level of implementation 5. Retrain as needed
Person Responsible	Denny Hart (denny.hart@indianriverschools.org)

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).

Further areas will be addressed as success is gained and additional needs are identified.

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.

Through our monthly Odyssey Night, the school will continue building positive relationships with parents, families and community stakeholders. Odyssey Night serves as an excellent opportunity for our students, their parents & guardians, community partners, and representatives from various organizations to convene and explore our initiatives to meet our students' needs and maximize their potential. During Odyssey Night, we provide dinner for all aforementioned attendees; we engage in fun, interactive, team building activities, such as Kahoot!; we discuss our social-emotional curriculum; we give teachers an "open house" forum to keep parents well informed of our academic preparedness, expectations and rigor; and we host representatives from various agencies and organizations to link families to appropriate providers of essential services. Through engaging and informative Odyssey Nights, we will make necessary connections, foster a sense of community and build relationships.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

The principal, along with the behavior intervention specialist, sets up a time to meet with incoming students and their parent(s). Expectations and strategies that will be utilized for success are discussed. In regards to transitioning students back to their home school, we set up meetings between the receiving school and ACE. The attendance office will make home visits to determine additional supports that can be offered to our outgoing students.

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

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I. The school works in collaboration with the district's Title I program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless it is not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition.

Title X- Homeless

The School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Indian River County Civil Citation Program

ACE is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sheriff's office. The program is an alternative to arrest, so youth will have no criminal record but will receive consequences for their behavior.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school has professionals from the community come in to discuss career paths and how students can reach their goals. Students are taught the motivational and goal setting strategy Possible Selves during their ACES class. They are encouraged to include information about potential careers and the schooling after high school they will need to meet their goals. Students are provided opportunities to attend college tours.

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

We have partnered Career and Technical Center. This afford students the opportunity to gain job training skills, exposure to businesses practices and work strategies. Also, it allows students to participate in programming which leads to them receiving industry standard certifications.

Part V: Budget

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

1	III.A.	Areas of Focus: Academic Gains				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	700-Other Expenses	0033 - IR PREP	School Improvement Funds		\$1,000.00
			<i>Notes: When students complete a recovery course for an entire semester course with a 70% or better, they are recognized in an award ceremony. These ceremonies are held monthly with top achievers receiving a gift certificate to a fast food restaurant. All achievers are given a certificate and a pizza party.</i>			
2	III.A.	Areas of Focus: Attendance				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	790-Miscellaneous Expenses	0033 - IR PREP	School Improvement Funds		\$2,500.00
			<i>Notes: PBIS</i>			
3	III.A.	Areas of Focus: Professional Development				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	130-Other Certified Instructional Personnel	0033 - IR PREP	School Improvement Funds		\$3,000.00
			<i>Notes: Professional development. Conferences, lectures, workshops and fees for implementing professional development. Part of the school improvement plan requires professional development activities and training classes. Teacher improvement activities will require supplemental materials.</i>			
Total:						\$6,500.00