

The School District of Palm Beach County

Pierce Hammock Elementary School



2019-20 Schoolwide Improvement Plan

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Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

<https://phes.palmbeachschools.org>

Demographics

Principal: Dianne Rivelli Schreiber

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
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: A (63%) 2017-18: A (63%) 2016-17: A (66%) 2015-16: A (67%) 2014-15: A (73%)
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

This plan is pending approval by the Palm Beach 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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>45%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>41%</p>

School Grades History

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pierce Hammock Elementary School, in partnership with parents and the community, is committed to impacting the lives of our students. Their potential for academic achievement, leadership, and personal growth will develop within a technologically-enriched learning environment.

Provide the school's vision statement.

In an effort to maintain our "A" school status, all subgroups for Pierce Hammock will demonstrate proficiency as set by the State of Florida criteria. Over the course of the school year, all students will demonstrate learning gains as measured on the School Accountability Report.

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
Alejo, Ariel	Principal	The Leadership Team regularly collaborates with their grade level as well as across grade levels with the administration. They meet with district personnel as well to bring information back to their grade level teams. They gather information from their team and represent the grade level during school meetings. They gather data and are kept informed of the areas of focus for the school by administration.
Mooney, Dr. Edwina	Assistant Principal	
Aspenwall, Susan	Teacher, K-12	
Deeds, Anne	Teacher, K-12	
Mackey, Stephanie	Teacher, K-12	
Myers, Cindy		
Abel, India	Teacher, K-12	
Chirinsky, Yaumari	Teacher, K-12	
Schauers, Tammy	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	75	71	70	85	79	89	0	0	0	0	0	0	0	469
Attendance below 90 percent	11	5	4	6	9	13	0	0	0	0	0	0	0	48
One or more suspensions	0	0	2	0	4	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	7	9	15	21	16	23	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	11	8	22	0	0	0	0	0	0	0	41

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	2	2	1	7	8	17	0	0	0	0	0	0	0	37

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	3	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

24

Date this data was collected or last updated

Thursday 9/12/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	9	6	11	12	9	0	0	0	0	0	0	0	53
One or more suspensions	0	0	1	1	4	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	10	8	12	24	15	28	0	0	0	0	0	0	0	97
Level 1 on statewide assessment	0	0	0	9	13	16	0	0	0	0	0	0	0	38

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	3	1	1	13	13	18	0	0	0	0	0	0	0	49

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	9	6	11	12	9	0	0	0	0	0	0	0	53
One or more suspensions	0	0	1	1	4	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	10	8	12	24	15	28	0	0	0	0	0	0	0	97
Level 1 on statewide assessment	0	0	0	9	13	16	0	0	0	0	0	0	0	38

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	3	1	1	13	13	18	0	0	0	0	0	0	0	49

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	72%	58%	57%	71%	53%	55%
ELA Learning Gains	71%	63%	58%	67%	59%	57%
ELA Lowest 25th Percentile	53%	56%	53%	54%	55%	52%
Math Achievement	74%	68%	63%	76%	62%	61%
Math Learning Gains	61%	68%	62%	70%	62%	61%
Math Lowest 25th Percentile	50%	59%	51%	61%	53%	51%
Science Achievement	62%	51%	53%	60%	51%	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	75 (0)	71 (0)	70 (0)	85 (0)	79 (0)	89 (0)	469 (0)
Attendance below 90 percent	11 (6)	5 (9)	4 (6)	6 (11)	9 (12)	13 (9)	48 (53)
One or more suspensions	0 (0)	0 (0)	2 (1)	0 (1)	4 (4)	4 (2)	10 (8)
Course failure in ELA or Math	7 (10)	9 (8)	15 (12)	21 (24)	16 (15)	23 (28)	91 (97)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (9)	8 (13)	22 (16)	41 (38)

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	71%	54%	17%	58%	13%
	2018	69%	56%	13%	57%	12%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	74%	62%	12%	58%	16%
	2018	76%	58%	18%	56%	20%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
05	2019	68%	59%	9%	56%	12%
	2018	80%	59%	21%	55%	25%
Same Grade Comparison		-12%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	65%	10%	62%	13%
	2018	83%	63%	20%	62%	21%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	83%	67%	16%	64%	19%
	2018	75%	63%	12%	62%	13%
Same Grade Comparison		8%				
Cohort Comparison		0%				
05	2019	66%	65%	1%	60%	6%
	2018	72%	66%	6%	61%	11%
Same Grade Comparison		-6%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	51%	12%	53%	10%
	2018	70%	56%	14%	55%	15%
Same Grade Comparison		-7%				
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 2017-18
SWD	49	63	57	60	60	56	33				

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	55			45							
BLK	60	65		71	53		45				
HSP	70	59		68	62		57				
WHT	76	76	69	77	60	48	67				
FRL	68	73	45	70	62	56	58				
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	41	47	33	56	47	44	27				
BLK	73	60	40	62	32	10	62				
HSP	75	71		77	58	45	63				
WHT	76	64	56	78	62	57	74				
FRL	76	63	46	74	58	36	68				
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	38	44	43	50	48	41	45				
BLK	54	63		58	56						
HSP	66	61	50	74	76	73	40				
WHT	78	67	53	80	69	63	75				
FRL	64	62	55	68	67	58	50				

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	63
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	443
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54

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	50
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	59
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	63
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	
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	68
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	62
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.

Math lowest 25th percentile was 50% for the 2018-2019 school year. This is a 7 point increase from FY19.

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

5th grade ELA showed the largest decline, going from 80% in 2018, to 68% in 2019. The student population from FY19 had significantly higher academic needs as compared to the students in FY18. SWD percentage was higher in FY19.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math learning gains for the school in 2019 was 61%, with the state average at 62%. Math lowest 25th percentile was 50% for the 2018-2019 school year, with the state average at 51%. The gap is not significant enough to explain factors contributing to the gap.

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

Math low 25% increased from 43% in 2018, to 50% in 2019. A schoolwide awareness of the low 25 students, was implemented in each classroom. Data chats and progress monitoring were readily used and monitored.

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

- 1- Low 25% across all sub-groups
- 2- SWD- ELA and Science

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

1. Attendance schoolwide, including tardies and early dismissal
2. Parent information workshops
3. Student data chats
4. Continued focus on low 30% schoolwide
5. Enrichment classes in every grade level

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If we deliver effective and relevant instruction, in mathematics, then we will increase math achievement in all grade levels.
Rationale	Math lowest 25% percentile gains was the lowest component with 50% making gains. The previous year showed 43% making gains, which although an improvement, there is a lot more room for growth. As a Cohort group, 5th grade performance was the lowest, 66% proficient. This is a decline from 72% in the previous year. If we meet these expectations, we will be in alignment with the District's Strategic Plan to ensure high school readiness.
State the measurable outcome the school plans to achieve	Proficiency scores will increase across grade levels. Third grade goal is to increase to 80%. Fourth grade goal is to increase to 80%, and Fifth grade goal is to increase to 88%. Math lowest 25% will increase from 50% to 55%. Meeting these goals ensure that the school will be on target to meet the LTO of the Strategic Plan by 2021
Person responsible for monitoring outcome	Ariel Alejo (ariel.alejo@palmbeachschools.org)
Evidence-based Strategy	Administration will collaborate with District math personnel and conduct classroom learning walks. The teams will track student progress during grade level planning and PLC's, and adjust instruction to reflect the needs of the students. Math standards assessments and diagnostic assessment data (FSQ's, USA's, Success Maker) will be used to track progress at the school and grade level. Differentiated small group instruction within all math classrooms.
Rationale for Evidence-based Strategy	Standards based teaching/learning ensures better accountability- holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track.
Action Step	
Description	<ol style="list-style-type: none"> 1. Conduct monthly PLC meetings to review standards, analyze data demonstrating standards mastery, determine next steps with the instruction of standards and revise as necessary 2. Teachers will be provided professional development and/or mentoring to ensure small group instruction is taking place within their classrooms 3. Teachers will collaboratively practice differentiation in the classroom by: <ul style="list-style-type: none"> Designing lessons based on students' needs and learning styles. Grouping students by shared interest, topic, or their ability for assignments Assessing students' learning using formative assessments Managing the classroom to create a safe and supportive environment Continually assessing, reflecting and adjusting lesson content to meet students' needs 4. Provide enrichment classes in all grade levels (AMP and gifted) 5. Academic clubs after school to supplement tutoring
Person Responsible	Ariel Alejo (ariel.alejo@palmbeachschools.org)

#2

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

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).

Attendance concerns will be addressed through parent education training, reward system put in place to recognize good attendance monthly, and constant monitoring of attendance reports and data.

Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

- The History of the Holocaust
- The History of Black and African Americans
- The Contributions of Latino and Hispanics
- The Contributions of Women
- The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents and student. The school monitors SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art from different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

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.

NA

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.

An annual Kindergarten round-up event is established to help review school expectations, procedures, and practices. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Parent meetings will be conducted by administration and the guidance department to increase parent awareness of school offerings and transition to middle school and choice programs. Grade level information is shared through faculty meetings, Professional Development Days, and Google Team Drive

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

The school uses a Multi-Tiered System of Supports through PLC's & SBT with staff input as an evidence-based model and scheduled MTSS/Intervention meetings. It uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The resources are based on student need and research based resources and strategies. Students are identified based on trends and patterns using data. Students that are not meeting standards in the Tier-1 core academic instruction are referred to the SBT team. Tier 1 of delivery of instruction consists of the universal core reading program, 90 minute uninterrupted literacy block and a 60 minute uninterrupted math block. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at Supplemental or Intensive levels. Teachers track student progress with a progress monitoring form. The data is collected at each level, graphed, and used to monitor effectiveness of interventions and to determine the efficacy of the supports. Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying program and character education. Multicultural Diversity is infused in the literacy curriculum with various multicultural content. Safety Patrols attend an annual trip to Washington DC, in which they visit the Martin Luther King Memorial. Title X- Homeless students are registered in accordance with district policies. All policies related to ELL and ESE students are followed creating an optimal learning environment. Supplemental Academic Instruction-Provides immediate intensive instruction in reading to targeted students. Violence Prevention Programs-District-wide implementation of Single School Culture. Appreciation of Multicultural Diversity is emphasized during spotlighted months provided by the district calendar. Nutrition Programs-School Food Service

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 is part of the Superintendent's College Friday Initiative. Career Day is held annually for community stakeholders to share occupation options for students.

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

NA

Part V: Budget

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

1	III.A.	Areas of Focus: If we deliver effective and relevant instruction, in mathematics, then we will increase math achievement in all grade levels.				\$1,689.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	2861 - Pierce Hammock Elementary	School Improvement Funds	452.0	\$1,689.00
2	III.A.	Areas of Focus:				\$0.00
					Total:	\$1,689.00