Manatee County Public Schools

Palmetto Elementary School

2019-20 Schoolwide Improvement Plan

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Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

https://www.manateeschools.net/palmettoel

Demographics

Principal: Billie Jo Tyne Fintel

Start Date for this Principal: 7/1/2014

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	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* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (45%) 2016-17: C (53%) 2015-16: D (39%) 2014-15: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&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 Manatee 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-5	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	79%

School Grades History

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

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SIP Authority

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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.

Practice safety, achieve goals, work smart, and show respect; every student, every day.

Provide the school's vision statement.

To provide a safe, diverse community where all children can grow intellectually, socially, and emotionally through quality education and student engagement while becoming optimistic and unique builders of their future.

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
Mealor, Michelle	Principal	Responsible for the instructional leadership of the school. Provide staffing and resources based on student needs and available budgets (district and Title 1). Work with leadership team to identify deficit areas of instruction, plans for intervention and acceleration, and plan for family and community involvement activities.
Weicht, Aaron	Dean	
Surette, Kathleen	School Counselor	
Porco, Melissa	Assistant Principal	
Ellis, Vickie	Instructional Coach	
Kirkegaard-Blue, Johanna	Instructional Coach	
Schweitz, Karin	School Counselor	
Steininger, Jane	Administrative Support	

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	69	100	90	128	109	90	0	0	0	0	0	0	0	586
Attendance below 90 percent	3	12	17	11	12	16	0	0	0	0	0	0	0	71
One or more suspensions	5	5	2	11	8	14	0	0	0	0	0	0	0	45
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	21	37	45	0	0	0	0	0	0	0	103
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	2	6	3	4	6	5	0	0	0	0	0	0	0	26

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	17	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	3	0	0	0	0	0	0	0	0	3

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

45

Date this data was collected or last updated

Friday 7/19/2019

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	7	11	14	3	12	7	0	0	0	0	0	0	0	54
One or more suspensions	6	10	4	9	11	15	0	0	0	0	0	0	0	55
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	111	105	51	0	0	0	0	0	0	0	267

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	6	3	4	3	2	2	0	0	0	0	0	0	0	20

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	7	11	14	3	12	7	0	0	0	0	0	0	0	54
One or more suspensions	6	10	4	9	11	15	0	0	0	0	0	0	0	55
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	111	105	51	0	0	0	0	0	0	0	267

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	6	3	4	3	2	2	0	0	0	0	0	0	0	20

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	38%	52%	57%	36%	50%	55%
ELA Learning Gains	54%	57%	58%	59%	56%	57%
ELA Lowest 25th Percentile	49%	55%	53%	64%	53%	52%
Math Achievement	51%	63%	63%	50%	55%	61%
Math Learning Gains	72%	68%	62%	69%	59%	61%
Math Lowest 25th Percentile	61%	53%	51%	53%	47%	51%
Science Achievement	38%	48%	53%	38%	42%	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	69 (0)	100 (0)	90 (0)	128 (0)	109 (0)	90 (0)	586 (0)
Attendance below 90 percent	3 (7)	12 (11)	17 (14)	11 (3)	12 (12)	16 (7)	71 (54)
One or more suspensions	5 (6)	5 (10)	2 (4)	11 (9)	8 (11)	14 (15)	45 (55)
Course failure in ELA or Math	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)	21 (111)	37 (105)	45 (51)	103 (267)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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	36%	51%	-15%	58%	-22%
	2018	18%	49%	-31%	57%	-39%
Same Grade Comparison		18%				
Cohort Comparison						
04	2019	31%	56%	-25%	58%	-27%
	2018	25%	51%	-26%	56%	-31%
Same Grade Comparison		6%				
Cohort Comparison		13%				
05	2019	40%	52%	-12%	56%	-16%
	2018	48%	52%	-4%	55%	-7%
Same Grade Comparison		-8%				
Cohort Comparison		15%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	42%	60%	-18%	62%	-20%
	2018	21%	56%	-35%	62%	-41%
Same Grade Comparison		21%				
Cohort Comparison						
04	2019	43%	65%	-22%	64%	-21%
	2018	47%	61%	-14%	62%	-15%
Same Grade Comparison		-4%				
Cohort Comparison		22%				
05	2019	62%	60%	2%	60%	2%
	2018	60%	58%	2%	61%	-1%
Same Grade Comparison		2%				
Cohort Comparison		15%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	38%	48%	-10%	53%	-15%
	2018	43%	49%	-6%	55%	-12%
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	12	35	37	18	62	59	10				
ELL	29	48	55	43	75	66	25				
BLK	37	50		55	78	73	41				
HSP	31	48	55	45	76	67	35				
MUL	55			55							
WHT	56	71	55	64	60	20	44				
FRL	35	52	48	47	71	56	31				

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	7	39	44	13	33	28	7				
ELL	11	39	46	27	49	50	11				
BLK	27	41		42	56		42				
HSP	26	45	44	41	59	51	41				
WHT	48	61		55	63		40				
FRL	28	45	43	41	58	46	41				

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	5	45	64	11	32	27	8				
ELL	18	53	64	34	62	56	9				
BLK	35	48		52	72		42				
HSP	34	59	64	49	70	54	34				
WHT	42	63	75	49	61		57				
FRL	32	58	60	45	66	51	34				

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)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	56
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	52
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	
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	53
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	50
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 had the lowest performance data according to the Federal Index. One of the reasons this occurred is that we had a self contained VE classroom with 18 students ranging from K-5. Although there was a teacher and paraprofessional, with additional support from admin and the district, the teacher gave up. None of his students were successful on the FSA. Our EBD classroom had several severe cases of social emotional abuse and neglect. This caused a severe agitation to the other students trying to prepare for testing. This teacher has taken several courses this summer to help her deal with SEL and better support her students. We have hired a new teacher for our VE class, and are working on a way to work more of our students who are able to go out as inclusion students. Overall, trends in all other areas are moving upward.

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

Self-contained SWD taking the FSA. ELA lowest quartile scores declined. Factors discussed in part a.

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.

Science scores and Lowest quartile ELA scores

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

Reading Proficiency, especially third grade. Improved small group instruction and interventions. Created more targeted skills instruction, regrouped instructional groups every quarter based on benchmark data.

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

Chronic attendance issues and Suspensions (particularly of students with disabilities)

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

1. Learning gains of SWD
2. ELA Learning gains of L25
3. ELA Proficiency
4. Science Proficiency
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains of SWD
Rationale	According to the ESSA Index and FSA scores, our students with disabilities did not make sufficient learning gains on any FSA content area. Because they count for two-three points in many cases, it is very important that we make sure that these students are showing learning gains.
State the measurable outcome the school plans to achieve	By improving instructional strategies for students with disabilities, they will improve at least one bucket on the ELA FSA test in May, 2020.
Person responsible for monitoring outcome	Michelle Mealor (mealorm@manateeschools.net)
Evidence-based Strategy	Use of inclusion strategies instead of pullout groups, allowing students to receive grade level instruction with guidance and accommodations from their ESE teacher. Smaller instructional groups which attack specific deficits based on assessment data.
Rationale for Evidence-based Strategy	Identifying individual student needs and grouping small groups of like students to focus on intervention (also a Blue Ribbon suggestion) will move these students toward proficiency faster.
Action Step	
Description	1. Primary and Intermediate ESE Resource Teachers (use of Title 1 funds) improving inclusion strategies and planning with gen ed teachers for accurate instruction. 2. Examine data to create small groups and frequently reviewing and regrouping when necessary 3. Utilize support personnel to make sure that intervention can occur to fidelity 4. 5.
Person Responsible	Michelle Mealor (mealorm@manateeschools.net)

#2	
Title	ELA Proficiency
Rationale	An examination of three years worth of data shows that our ELA proficiency is somewhat stagnant, and that the proficiency actually decreases as grade level increases. Steps will be taken to improve primary reading instruction schoolwide.
State the measurable outcome the school plans to achieve	By changing the direct instruction and focus of the reading block, providing specific professional development to assist teachers with this new focus, and creating a consistency in expectations, language, and focus school-wide, 90% of K-2 students will be proficient in phonemic awareness, phonics, and high frequency words on the My iReady Diagnostic, and 3rd-5th graders will improve from 38% proficiency on FSA in 2019 to 44% in 2020.
Person responsible for monitoring outcome	Michelle Mealor (mealorm@manateeschools.net)
Evidence-based Strategy	Reading block will be aligned to incorporate the five reading foundational strategies daily in every grade level. Intervention groups will be reduced in size to attack deficits with a swift, intensive focus. Fluency, close reads and checks for understanding will be incorporated into every daily instructional block.
Rationale for Evidence-based Strategy	These strategies have been proven to work through years of best practice in successful schools. There is written documentation through books and professional development sites, as well as through the Blue Ribbon Schools of Excellence organization, with whom we are working this year in order to improve our instructional practices and ultimately our school proficiency and grade.
Action Step	
Description	1. Review instructional practices during reading blocks of primary grades through administrative observation. 2. Review data with teachers and identify small groups of students and specific skill interventions. Group students accordingly and begin to restructure reading blocks through lessons planning, grouping, and instructional practices. 3. Provide professional development first on screening students, common vocabulary instruction, fluency paired reading, and close reads. Slowly begin to implement each new element as teachers are trained. 4.Closely monitor new expectations and make sure resources are provided (admin/ coaches) 5. Review data frequently to regroup and accelerate.
Person Responsible	Michelle Mealor (mealorm@manateeschools.net)

#3	
Title	Science Proficiency
Rationale	Science scores have continued to be low because of the correlation of low reading proficiency.
State the measurable outcome the school plans to achieve	By increasing emphasis on science academic and content vocabulary, and incorporating more science reading passages into the ELA block, students will improve their ability to read and understand science passages and correctly answer standards-based questions. Science proficiecy will raise from 38% to 45%.
Person responsible for monitoring outcome	Michelle Mealor (mealorm@manateeschools.net)
Evidence-based Strategy	Increasing grade level, science based passages in the reading block will improve background knowledge, vocabulary, and stamina for testing. Hands on labs and projects provided through the STEM teacher will reinforce concepts learned in the classroom.
Rationale for Evidence-based Strategy	Students need more practice reading complex non-fiction texts in order to determine topics, main ideas, and solve problems. Science resources will include article sites such as Readworks, NEWS ELA, RAZ Plus. Science Quick Picks will also be used, as well as IXL Science, and practice tests.
Action Step	
Description	1. Articles related to curriculum map will be chosen for ELA Block. 2. Students will keep interactive notebooks, to include vocabulary, diagrams, and experiments 3. STEM teacher will create hands-on education to complement concepts taught in the classroom, and will also have every student complete a science fair project 4. Teachers are provided with multiple resources to aide with instruction (see above). 5. Teachers will assign an article a week for homework to begin building test taking stamina. This will increase to two articles a week after Christmas, and finally one a night a month before testing. (Strategy used in Blue Ribbon Schools)
Person Responsible	Susan Nickerson (nickersons@manateeschools.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).

Palmetto is working to become a Blue Ribbon School of Excellence. We have been working with this non-profit organization to recognize deficit areas within our instructional practices and develop research-based, best practices to implement in order to raise the level of urgency, effectiveness, and proficiency.

We will also begin to train our team on AVID later this year, so that we can begin to implement this program next year.

Another area that we will be working on is Safety and Security, including social emotional education. We have created and are training a Threat Assessment Team, have trained our employees on

communication skills needed in order to diffuse possible conflict and stress (Kognito), will be conducting monthly active assailant drills, and are working to improve some building safety issues.

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.

Our school holds monthly parent nights, and several other events during the year to include our families (parent breakfasts, Trunk or Treat, Holiday programs). Parent nights are sometimes informational, such as test taking strategies, behavior, communicating with your child's teacher; other nights are interactive such as reading night, math night, and science fair night. Parents are invited to sit on PFO and SAC committees, as well as complete surveys regarding their thoughts on school initiatives. We communicate with parents through social media, by telephone (EdConnect) and a monthly newsletter.

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.

Two guidance counselors, part time psychologist, part time social worker
Outside agencies provide counseling, food, clothing, etc. to those in need
Provide lessons on bullying, character education, etc.
Provide specialized groups for dealing with death, divorce, self-esteem, bullying, etc.
Check and Connect program with students for academics and behavior (multiple staff members participate in this)
Several staff members act as student mentors.
Graduate Enhancement Technician works with families who have chronic absences or tardies.

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

Established working relationship with Headstart, VPK, EPK, and local daycare/childcare providers to assist incoming students on the procedures and protocols for elementary. Kindergarten Roundup in the spring before Kindergarten and Back to School Night for parents and incoming students to meet teachers and become accustomed to school environment. Parent information nights for fifth graders getting ready to transition to middle school. District sponsored summer programs and school Title 1 money help students prevent summer slide (learning loss) and introduce them to next year's curriculum.Palmetto Elementary has developed a structured, data driven process by which all stakeholders assess and instruct students.

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 teachers meet weekly in Professional Learning Communities, and participate in monthly data review meetings to identify and track student progress and discuss instructional and intervention/enrichment. Intervention/Enrichment time is conducted as a walk-to model, so that groups are fluid, and changing as needed.

The leadership team meets monthly prior to data meetings to triangulate the progress of key students (ESOL, behavioral, ESE). Following this meeting, the grade level data teams bring their student information and meet with administration to discuss student academic progress. These meetings focus on key students, as well as strategies that might need to be refined or changed to ensure student success.

The Instructional Leadership Team meets monthly to focus on the successes and challenges that are occurring within the school.

The MTSS leadership team meets on a weekly basis to to review data and monitor the MTSS process, then support members meet with grade level teams to assist with student needs.

Weekly grade level team meetings are conducted with teachers to ensure quality instruction, discuss effective interventions, and monitor student learning and performance. A member of the leadership team attends every grade level team meeting in order to collect data, and provide resources if necessary.

FUNDING:
Title I, Part A: Additional Staff, Home School Liaison, Supplemental Materials, Parent Activities, Extended Day Program, Extended Planning, Staff Development, and Technology.
Title I, Part C- Migrant
Bi-Lingual Parent Liaison
Title I, Part D
N/A
Title II
Training of Core Instructional Programs
Conferences
Title III
Migrant Parent Liaison
Instructional and Parental training and support
Educational Support through District personnel
Title X- Homeless
Project HEART
Social Worker

Member of the National School Lunch Program (NSLP, a federally assisted meal program operating in public and non-profit private schools/residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each day.

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

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: Learning Gains of SWD	$0.00
2	III.A.	Areas of Focus: ELA Proficiency	$0.00
3	III.A.	Areas of Focus: Science Proficiency	$0.00
		Total:	$0.00