Putnam County School District

Ochwilla Elementary School

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 14

Title I Requirements 17

Budget to Support Goals 0

Ochwilla Elementary School

299 N STATE ROAD 21, Hawthorne, FL 32640

www.putnamschools.org/o/oes

Demographics

Principal: Beth Leary

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
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 (43%) 2017-18: C (44%) 2016-17: C (45%) 2015-16: C (43%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 was approved by the Putnam County School Board on 11/5/2019.

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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 9

Planning for Improvement 14

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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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.

Ochwilla Elementary School will ensure the success of every student at high levels of learning by creating a safe, collaborative culture that uses standards-based differentiated instruction.

Provide the school's vision statement.

Ochwilla Elementary School, in partnership with stakeholders and the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

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
Leary, Beth	Principal	Serve as the educational leader, selecting and supervising implementation of curriculum, ensures that all students are supervised in a safe, child-centered learning environment that meets and exceeds the state standards, monitors learning through classroom observations, hires new staff members and ensures they have the training and coaching needed to successfully educate students. As chief administrator, implements and manages the policies, regulations and procedures of the Board of Education and of the Putnam County School District.
Williams, Sharice	Assistant Principal	Serves as support for the Principal, ensuring the education of students meets or exceeds the state standards and implementation of policies and procedures as outlined by the Board of Education and the Putnam County School District.
Thacker, Heather	Instructional Coach	Serves as a support for teachers in implementing curriculum, effective instructional practices, strategies for students to learn and coordinates PLCs. Coaches and mentors teachers to provide support or who may be struggling. Collects and evaluates student data. Tutors students as needed.
Rhymes, Kimberly	School Counselor	Serves as counselor and support for students with social emotional needs, MTSS coordinator, testing coordinator, truancy coordinator, and provides behavoral support to students.

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	48	62	71	53	60	43	0	0	0	0	0	0	0	337
Attendance below 90 percent	9	17	20	13	19	10	0	0	0	0	0	0	0	88
One or more suspensions	0	2	3	8	6	1	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	21	16	0	0	0	0	0	0	0	37

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	2	1	4	9	10	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	3	4	2	0	0	0	0	0	0	0	0	0	0	9
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)

20

Date this data was collected or last updated

Friday 8/23/2019

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	18	28	17	17	13	12	0	0	0	0	0	0	0	105
One or more suspensions	0	2	0	2	3	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	4	10	15	0	0	0	0	0	0	0	29

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	3	4	5	0	0	0	0	0	0	0	12

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	18	28	17	17	13	12	0	0	0	0	0	0	0	105
One or more suspensions	0	2	0	2	3	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	4	10	15	0	0	0	0	0	0	0	29

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	3	4	5	0	0	0	0	0	0	0	12

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	50%	46%	57%	48%	43%	55%
ELA Learning Gains	47%	55%	58%	44%	50%	57%
ELA Lowest 25th Percentile	38%	54%	53%	50%	50%	52%
Math Achievement	51%	51%	63%	62%	52%	61%
Math Learning Gains	48%	56%	62%	58%	56%	61%
Math Lowest 25th Percentile	14%	43%	51%	27%	42%	51%
Science Achievement	53%	41%	53%	26%	37%	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	48 (0)	62 (0)	71 (0)	53 (0)	60 (0)	43 (0)	0 (0)	337 (0)
Attendance below 90 percent	9 (18)	17 (28)	20 (17)	13 (17)	19 (13)	10 (12)	0 (0)	88 (105)
One or more suspensions	0 (0)	2 (2)	3 (0)	8 (2)	6 (3)	1 (4)	0 (0)	20 (11)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	9 (9)	0 (0)	9 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (4)	21 (10)	16 (15)	0 (0)	37 (29)

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	50%	41%	9%	58%	-8%
	2018	45%	40%	5%	57%	-12%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	55%	43%	12%	58%	-3%
	2018	42%	38%	4%	56%	-14%
Same Grade Comparison		13%				
Cohort Comparison		10%				
05	2019	44%	42%	2%	56%	-12%
	2018	33%	39%	-6%	55%	-22%
Same Grade Comparison		11%				
Cohort Comparison		2%				
06	2019					
	2018					
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	46%	1%	62%	-15%
	2018	48%	48%	0%	62%	-14%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	51%	53%	-2%	64%	-13%
	2018	53%	50%	3%	62%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
05	2019	49%	44%	5%	60%	-11%
	2018	44%	48%	-4%	61%	-17%
Same Grade Comparison		5%				
Cohort Comparison		-4%				
06	2019					
	2018					
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	38%	11%	53%	-4%
	2018	40%	42%	-2%	55%	-15%
Same Grade Comparison		9%				
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	23	32	27	33	38	20	33				
ELL	64			55							
BLK	27	42		28	39		50				
HSP	46	50		46	36						
WHT	57	46	36	56	49	8	55				
FRL	45	40	37	46	41	17	45				

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	23	32		42	43						
BLK	21	55	70	32	30						
HSP	47	46		45	43						
WHT	44	33		56	47		55				
FRL	37	48	55	44	43	22	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	21	39	36	42	39		10				
BLK	38	25		54	63						
HSP	45	41		64	53						
WHT	50	53	54	64	61	42	34				
FRL	47	43	47	62	57	29	31				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29

Students With Disabilities	
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	65
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	51
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	44
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	43
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 BQ Learning Gains is the lowest component - 14%, decreasing by 15 points.
Contributing factors:
5th Grade Math Cohort comparison shows a 4% decrease in proficiency.
0% of the 5th grade BQ showed learning gains.
ELA was a primary focus last year with a paraprofessional assigned to provide interventions in Reading.

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

ELA BQ Learning Gains had the greatest decline of 19 points to 38%.
Contributing Factors:
Students in the bottom quartile showed growth in the overall scale score, but they did not gain enough points to count for learning gains. The number of points needed was significant for their deficit in Reading.

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 BQ Learning Gains has the greatest gap when compared to the state of 37 points.
Contributing factors:
5th Grade Math Cohort comparison shows a 4% decrease in proficiency.
0% of the 5th grade BQ showed learning gains.
ELA was a primary focus last year with a paraprofessional assigned to provide interventions in Reading.

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

ELA and Science Achievement both improved by 9 points.
ELA: Required the use of Reading Curriculum that was to the rigor of the standards. Cooperative

groups to increase student academic conversations. PLCs centered around Reading academic needs and how to implement strategies to increase student proficiency. Common Board Configuration was required to focus planning and instruction on the different components of each standard.
Science: Common Board Configuration was required to focus planning and instruction on the different components of each standard. Strong focus on scientific vocabulary, the scientific method and hands on inquiry based learning.

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

Students with 1 or more suspensions increased by 9 students.
Students with 2 or more indicators increased by 16 students.

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

1. Math Learning Gains BQ
2. ELA Learning Gains BQ
3. The number of students suspended from school.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Learning Gains
Rationale	Math BQ Learning Gains was our lowest component at 14% and has the greatest gap when compared to the state of 37 points. ESSA subgroup SWD is only 38% proficient. ESSA subgroup Black/African American is only 39% proficient.
State the measurable outcome the school plans to achieve	Math BQ Learning Gains will increase to 40%. ESSA subgroup SWD will be at or above 41% proficient. ESSA subgroup Black/African American will be at or above 41% proficient.
Person responsible for monitoring outcome	Beth Leary (c2leary@my.putnamschools.org)
Evidence-based Strategy	Provide students in the above subgroups with push-in support during the Math block, based upon differentiated student needs. Students will be monitored using teacher records and program data. Adjustments will be made according to student needs.
Rationale for Evidence-based Strategy	Additional support provides small group instruction to help fill the deficit of the students. iReady allows students the ability to continue working on deficit skills independently.
Action Step	
Description	1. Identify BQ, SWD and Blacks/African American students based on the previous year's data. 2. Push-in classroom support that includes paraprofessionals and ESE resource teacher will follow a schedule in order to provide support to meet the needs of identified subgroups. 3. Paraprofessional and ESE resource teacher will maintain a log of the support provided to identified students. 4. Student growth will be measured by mini assessments, exit tickets and in iReady quizzes and Diagnostic. 5. Identified students also are assigned to specific lesson in iReady to work on deficit skills. 6. SWD and Black/African American subgroup data will be monitored by the Leadership Team. Adjustments will be made accordingly.
Person Responsible	Beth Leary (c2leary@my.putnamschools.org)

#2	
Title	ELA Learning Gains
Rationale	ELA BQ Learning Gains showed the largest decline of 38%. ESSA subgroup SWD is only 29% proficient. ESSA subgroup Black/African American is only 37% proficient.
State the measurable outcome the school plans to achieve	ELA BQ Learning Gains will increase to 50%. ESSA subgroup SWD will be at or above 41% proficient. ESSA subgroup Black/African American will be at or above 41% proficient.
Person responsible for monitoring outcome	Beth Leary (c2leary@my.putnamschools.org)
Evidence-based Strategy	Provide students in the above subgroups with push-in support during the ELA block, based upon differentiated student needs. Students will be monitored using teacher records and program data. Adjustments will be made according to student needs.
Rationale for Evidence-based Strategy	Additional push-in support provides small group instruction to help fill the deficit of the students. Intervention programs allow students the ability to continue working on deficit skills independently.
Action Step	
Description	1. Identify BQ, SWD and Blacks/African American students based on the previous year's data. 2. Push-in classroom support that includes paraprofessionals and ESE resource teacher will follow a schedule in order to provide support to meet the needs of identified subgroups. 3. Paraprofessional and ESE resource teacher will maintain a log of the support provided to identified students. 4. Student growth will be measured by mini assessments, exit tickets and in iReady quizzes and Diagnostic. 5. Identified students also are assigned to specific lesson in iReady to work on deficit skills. Level 1 and 2 ESE, 504 and Tier 3 students use Mind Play for reading intervention. 6. SWD and Black/African American subgroup data will be monitored by the Leadership Team. Adjustments will be made accordingly. 7. Special Area teachers push in to 3rd classes during the ELA block to provide small group instruction.
Person Responsible	Beth Leary (c2leary@my.putnamschools.org)

#3	
Title	Suspension from school
Rationale	The number of students suspended from school increased by 9 students
State the measurable outcome the school plans to achieve	Reduce the number of students suspended from school by 10 students.
Person responsible for monitoring outcome	Beth Leary (c2leary@my.putnamschools.org)
Evidence-based Strategy	Caring Community Curriculum has been implemented school-wide to teach students school-wide and classroom expectations, as well as how to communicate with their peers and resolve conflict in an appropriate manner.
Rationale for Evidence-based Strategy	Students receive daily lessons on what is expected, how to communicate and/or resolve conflict.
Action Step	
Description	1. Train staff on the implementation of the Caring School Community Curriculum. 2. School-wide expectations were created and are posted around the school. 3. Expectations are read over the announcements and taught in the classroom. 4. Students learn how to communicate by using Circles at the start and end of the day. 5. Students struggling with behavior issues will be assigned a mentor from the faculty or staff of the school.
Person Responsible	Beth Leary (c2leary@my.putnamschools.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).

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.

Grade Level Parent Night events are planned to help parents understand what their child is learning and how to help them be successful in school.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our guidance counselor conducts guidance lessons on character traits in all grade levels. We also hold daily class Circles where students learn to communicate, problem solve and resolve conflict in a safe and caring environment. Students with specific needs are counseled by our Guidance Counselor and referred to Mental Health Counselors as needed.

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

Our school offers PreK, ESE PreK, and receives students from other VPK programs in the community. We have family meetings with the parents and family members of these children and inform them of future requirements and helpful information for parents. We also have a kindergarten roundup in the spring and over the summer to register children and prepare families for school. Kindergarten orientation meeting is held with kindergarten parents to discuss expectations, kindergarten report card and system for assessing. We have departmentalized our 4th and 5th grade classes to better prepare our students for class changes in the middle school. We work with the middle school to provide a sixth grade orientation day and course selections through Guidance.

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.

In accordance with ESSA Section 118 (b} (2}, the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

The District's Chief Financial Officer assures comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students.

Expenditures of titled funds at the school level are then monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

School leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and district school data report-outs conducted quarterly.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

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

Teachers are encouraged to talk with students about careers and a Career Day event is planned where students can explore career opportunities. Teachers wear college and career shirts weekly to promote and encourage students to set college and career goals. The library has collection of career books.