South Lake Elementary

2019-20 Schoolwide Improvement Plan

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South Lake Elementary

3755 GARDEN ST, Titusville, FL 32796

https://www.brevardschools.org/southlakees

Demographics

Principal: Jennifer Brockwell

Start Date for this Principal: 9/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 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	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 Brevard 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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South Lake Elementary

3755 GARDEN ST, Titusville, FL 32796

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-6	No	32%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2018-19
Grade	A

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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.

Our school community empowers students to become self-motivated lifelong learners, intuitive problem-solving citizens who are future ready. Through engaging project-based learning, students are motivated to explore and experience Science, Technology, Engineering, Arts and Mathematics. Our goal is to ignite the passion of learning so that students discover their inner champion while ensuring future leaders.

Provide the school's vision statement.

Our vision is to engage, inspire, and empower a community of learners in collaborating, innovating, and preparing them for future readiness.

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
Brockwell, Jennifer	Principal	The Principal will engage stakeholders through the School Advisory Council; be a data and instructional leader; provide leadership in the school improvement process; ensure that writing is done with consistency across grade levels; continue providing support to the Project Based Learning Process; view early warning indicators and continue to find ways to close achievement gaps; collaborate and progress monitor with teachers when viewing student data and instruction; conduct professional development to meet the needs of our teachers; and continue to lead the school with excellence.
Shiffrin, Courtney	Assistant Principal	The Assistant Principal will look at data to help make instructional decisions; continue to monitor the below grade level spreadsheets and help to provide teachers with interventions; continue to be a data and instructional leader and collaborate in the school's decision making process; coordinate differentiated professional development; be a support to teachers; support with curriculum needs; and monitor the academic support program.
Jeffrey, Joyce	Instructional Coach	The literacy coach will support teachers in the development of school-wide writing expectations; pull subgroup data and meet with the leadership team to address individual needs; review writing samples with the South Lake writing committee and give effective feedback; after reviewing samples of writing and look at the data come up with instructional next steps; data leader; participate in grade level meetings to support planning; participate in collaborative grade level meetings; support teachers; support in the implementation of the Brevard lesson available by quarter chart; support i-ready standards mastery; and continue delivering professional development opportunities based on the School Improvement Plan needs.

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	54	53	54	55	45	47	45	0	0	0	0	0	0	353
Attendance below 90 percent	7	5	6	2	3	3	3	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	1	0	3	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	1	5	9	12	0	0	0	0	0	0	27

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	1	2	4	8	0	0	0	0	0	0	15

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	1	1	2	1	0	0	0	0	0	0	0	0	0	5
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)
28

Date this data was collected or last updated
Monday 9/16/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	16	13	9	13	13	0	0	0	0	0	0	0	88
One or more suspensions	2	3	4	0	4	0	0	0	0	0	0	0	0	13
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	6	9	12	0	0	0	0	0	0	0	27

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	3	11	0	0	0	0	0	0	0	17

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	69%	62%	57%	0%	63%	55%
ELA Learning Gains	59%	60%	58%	0%	60%	57%
ELA Lowest 25th Percentile	60%	57%	53%	0%	52%	52%
Math Achievement	67%	63%	63%	0%	64%	61%
Math Learning Gains	60%	65%	62%	0%	62%	61%
Math Lowest 25th Percentile	62%	53%	51%	0%	52%	51%
Science Achievement	65%	57%	53%	0%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	54 (0)	53 (0)	54 (0)	55 (0)	45 (0)	47 (0)	45 (0)	353 (0)
Attendance below 90 percent	7 ()	5 ()	6 ()	2 ()	3 ()	3 ()	3 ()	29 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	3 (0)	5 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	1 (0)	5 (0)	9 (0)	12 (0)	27 (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	86%	64%	22%	58%	28%
	2018					
Cohort Comparison						
04	2019	66%	61%	5%	58%	8%
	2018					
Cohort Comparison		66%				
05	2019	50%	60%	-10%	56%	-6%
	2018					
Cohort Comparison		50%				
06	2019	72%	60%	12%	54%	18%
	2018					
Cohort Comparison		72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	81%	61%	20%	62%	19%
	2018					
Cohort Comparison						
04	2019	67%	64%	3%	64%	3%
	2018					
Cohort Comparison		67%				
05	2019	68%	60%	8%	60%	8%
	2018					
Cohort Comparison		68%				
06	2019	54%	67%	-13%	55%	-1%
	2018					
Cohort Comparison		54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	56%	9%	53%	12%
	2018					
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	50	57	50	55	61	55					
BLK	92	60		25	40						

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
HSP	67	80		80	90						
WHT	66	54	53	70	58	58	58				
FRL	68	71	69	63	69	67	54				
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)	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	442
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
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	
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	
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	54
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	79
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	60
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	66
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.

ELA learning gains showed the lowest performance in grades 4-6. South Lake Elementary 59%, District 60%, State 58%.
Subgroups - 25% of Black/African American students were proficient on the math FSA and only 40% of Black/African American students had math learning gains on the Florida Standards Assessment.

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

N/A - Due to the 2018-2019 reopening of South Lake Elementary School.

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.

South Lake Elementary 60%, District 65%, and state 62% in Math Learning Gains. This data was collected from the first year of reopening South Lake. Teachers were hired from all different schools in Brevard and some of the schools were using Eureka math programs and other schools were using different math programs. Since we are all teaching Eureka at South Lake, I expect the math gaps to eventually close.

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

Since we have reopened we don't have data to show the most improved so I would like to focus in the area that had the highest percentage of proficiency.
ELA Achievement - South Lake 69%, District 62%, and State 57%
Teachers were all hired from Brevard to reopen South Lake so having the consistency of the same reading program helped with the percentage of proficiency. Students have been exposed to the Florida Standards and it has helped to make the transition more consistent.

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

Attendance - we currently meet monthly to discuss attendance and make personal calls to families when they have more than 3 unexcused absences.

Amount of students scoring level 1 on the FSA ELA and/or Math - The classroom teachers and leadership team have identified the students who scored level 1 on the FSA ELA and/or Math have put a plan in place to monitor these students. We have monthly data chat meetings and discussions on what we are providing for our level 1 students. Also, our activity teachers have some gaps in their day and they "push in" to help support the level 1 students.

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

1. Writing with consistency across grade levels and in all subject areas.
2. Continuing with Project Based Learning in all classrooms.

3. Closing Achievement Gaps
4. Early Warning indicators - tracking attendance and monitoring students that scored level 1

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Text Based Writing
Rationale	When analyzing the ELA FSA data for the 2018-2019 school year, only 17% of South Lake students in grades 4-6 showed mastery (level 3+) in text based writing. This area of focus impacts student learning and success because students need to be able to express their knowledge and understanding through writing across the content areas. Additional ELA FSA data for 2018-2019: Craft & Structure - 31% proficient Integration of Knowledge and Ideas - 12% proficient Key Ideas and Details - 19% proficient Language and Editing - 75% proficient
State the measurable outcome the school plans to achieve	South Lake students in grades 4-6 will increase the ELA FSA text based writing proficiency levels by at least 10% increasing from 17% to 27% of those that show mastery (level 3+) of the standards in text based writing on the 2019-2020 FSA.
Person responsible for monitoring outcome	Jennifer Brockwell (brockwell.jennifer@brevardschools.org)
Evidence-based Strategy	Purpose, Focus, and Organization - In this domain, students are expected to write a response that is fully sustained and consistently focused within the purpose, audience, and task. It should have clearly stated controlling idea/opinion and effective organizational structure creating coherence and completeness. Evidence and Elaboration - In this domain, students are expected to write a response that provides thorough and convincing support with cited evidence for the controlling idea/ writer's claim that includes the effective use of sources, facts, and details. Conventions of Standard English - In this domain, students are expected to write a response that demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It should include adequate use of punctuation, capitalization, sentence formation, and spelling.
Rationale for Evidence-based Strategy	In reviewing the data, 83% of South Lake students in grades 4-6 did not show proficiency on the text based writing portion of the FSA ELA. As a resource we will use the Department of Education rubrics, writing samples, templates, lessons, and suggestions to instruct and progress monitor our students. We are concerned because our students scored high on the 3rd grade ELA FSA assessment. We identify a "writing need" in grades K-6 and when they arrive to 4th grade and take the writing portion on the FSA, we will not see the learning gains needed due to the inconsistency with their writing. We believe the problem is that students came from a variety of schools, teachers came from a variety of schools, and the expectations varied greatly.

Action Step	
Description	1. Purchase Writing For Understanding: Using Backward Design to Help All Students Write Effectively book for all teachers and administration. 2. Form a South Lake Writing Committee. 3. Have a book study to converse about the book and next steps. 4. Professional Development with teachers on strategies to implement. 5. Collaboration/Progress Monitoring of student data and instruction - The writing committee will meet every month to look at grade level writing samples and create a K-6

writing plan specific to South Lake Elementary.

6. Black/African American students are a subgroup below 41% and South Lake will focus on providing supports for our students. Activity teachers will "push in" to support, review, and give feedback on students writing samples.

7. Literacy Coach will participate in common planning with special area teams focused on incorporation of text-based writing strategies in unit plans.

Person Responsible   Joyce Jeffrey (jeffrey.joyce@brevardschools.org)

#2	
Title	Project Based Learning
Rationale	Early Warning Indicators show a need for South Lake to focus on students attendance and also students that scored a level 1 on the ELA and/or Math Florida Standards Assessments. We believe that PBL (Project Based Learning) is an integral key for increasing student success and long-term growth.The combination of collaboration, reflection, and individual decision-making gives the students an applicable scenario to real-world situations that they will face as they mature. School becomes much more engaging through the active participation in projects that focus on real-world issues rather than passively attending classes. Furthermore, PBL provides content and skills that students can actively apply in future life events and situations. We believe that projects developed by PBL methods are empowering students and teachers to make a real difference.
State the measurable outcome the school plans to achieve	For the year 2018-2019, we have 29 students with attendance below 90% and 27 scores of level 1 on the ELA and/or Math statewide assessment. For the 2019-2020 school-year, our goal will be 15 students with attendance below 90% and only 14 scores of level 1 on the ELA and/or Math statewide assessment.
Person responsible for monitoring outcome	Jennifer Brockwell (brockwell.jennifer@brevardschools.org)
Evidence-based Strategy	Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Teachers will conduct at least one PBL every 9-weeks.
Rationale for Evidence-based Strategy	Teachers will document their Project Based Learning activity to the "Brevard lessons available by quarter" chart. South Lake will utilize the curriculum provided through ATU's, DBQ's, CIS lessons, Text Sets, and teacher created materials.
Action Step	
Description	1. Professional Development - teachers will volunteer to share their Projects Based Learning at faculty meetings and share with other teachers the resources that were used. 2. Teachers will do at least one PBL every 9-weeks (ATU, DBQ, CIS, Text Set, or teacher created). Grade level chairs will add the PBL to the "Brevard lessons available by quarter" chart. 3. Progress Monitor our Project Based Learning by using the i-Ready Standards Mastery (ongoing progress monitoring) 4. Project Based Learning involves real world experiences and applications. Our families are offered volunteer opportunities to speak to our students for career day or any day that is scheduled; for example, Kennedy Space Center information, dental, medical, engineering, business owners, health and fitness, safety, and many other opportunities for students to link education to the "why" in real-world situations. 5. In addressing our subgroups below 41%, teachers are assigned and focus on Black/African American students that need the extra support and attention to being successful with assignments and with the teaching of real-world applications.

Person Responsible	Joyce Jeffrey (jeffrey.joyce@brevardschools.org)

#3	
Title	Achievement Gap of African American Subgroup in Math
Rationale	Our African American subgroup achieved 25% proficiency level in math which reflects the largest math proficiency students achievement gap when compared to our White subgroup with 70% proficiency level in Math proficiency.

State the measurable outcome the school plans to achieve	South Lake Elementary School will increase the math proficiency of African American students by at least 10% increasing from 25% proficiency to at least 35% proficiency.
Person responsible for monitoring outcome	Jennifer Brockwell (brockwell.jennifer@brevardschools.org)
Evidence-based Strategy	Culturally Responsive Teaching
Rationale for Evidence-based Strategy	Preparing teachers with culturally responsive knowledge, attitudes, and skills during faculty meetings and professional development will improve the school success of diverse students. Through proper training and awareness, teachers will bridge the gap between instructional delivery and diverse learning styles and establish continuity between how diverse students learn.

Action Step	
Description	1. South Lake Elementary School will provide professional development for our teachers to better support Culturally Responsive instruction. 2. The principal and AP will monitor identified students who are performing below grade level and provide additional resources to support math. 3. Activity teachers will work in small groups to support the lowest 25 percentile. 4. Grade level chairs will document on the "Grade Level Team Meeting Minutes" a summary of teaching/instructional strategies discussed, summary of data analyzed, specific students that were analyzed or identified, and how they are addressing diversity.
Person Responsible	Courtney Shiffrin (shiffrin.courtney@brevardschools.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).

*Academic Support Program - Students in 3rd - 5th grade that are performing below grade level will be offered additional support with our Academic Support Program. Students will attend twice a week starting in December and ending the week before the Florida Standards Assessments. Science ASP will be in the form of a Super Science Saturday and those sessions will occur before the assessment.
*Tutors - students from our neighboring high school, Astronaut High, have volunteered to work with students who are struggling in academic areas. These students help to provide support to small groups of students.

*A Walk to Intervention Model has been implemented at South Lake daily to assist those students struggling in reading and math. Teachers monitor progress on a daily basis and by also interpreting data from an assessment that is provided approximately every five days on the specific skill. Students who master the skill may be regrouped for another skill in which they have a deficit. Students who do not show adequate progress may receive additional interventions, as well as, be brought before the IPST committee. South Lake is fortunate to utilize our activity teachers for 90 minutes a day to help support the lowest 25% of students. They push-in to classrooms and provide additional hands-on support to build that confidence in students.

*South Lake is very fortunate to have a very active PTO (Parent-Teacher Organization) and also a very active SAC (School Advisory Council). Being a non-Title 1 school, we have a lot of communication with all stakeholders, including several business partners which help support our school in a variety of ways.

*School Safety - School Safety is our number one priority and we take great pride in a continuous cycle of understanding, practicing of drills, and ensuring that our faculty and students are safe. Teachers have an emergency binder that they keep with them. We also start each and every faculty meeting with questions about safety and address any concerns.

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

<div style="background-color:#2e3192;color:white;text-align:center;font-weight:bold;">Part V: Budget</div>

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

1	III.A.	Areas of Focus: Text Based Writing	$0.00
2	III.A.	Areas of Focus: Project Based Learning	$0.00
3	III.A.	Areas of Focus: Achievement Gap of African American Subgroup in Math	$0.00
		Total:	$0.00