

Martin County School District

# Warfield Elementary School



2019-20 Schoolwide Improvement Plan

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# Warfield Elementary School

15260 SW 150TH ST, Indiantown, FL 34956

martinschools.org/o/wes

## Demographics

**Principal: Cristina Smith**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: A (63%) 2017-18: C (43%) 2016-17: B (58%) 2015-16: C (53%) 2014-15: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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 Martin 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](http://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><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	C	B	C

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## Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission statement of the Martin County School District, and Warfield Elementary, is to 'Educate all students for success'.

The faculty and staff of Warfield Elementary School are dedicated and accountable to the children, parents, and community. We work collaboratively to provide successful educational experiences so all students become literate, environmentally conscious, and productive citizens.

**Provide the school's vision statement.**

The vision statement for the Martin County School District and Warfield Elementary is, 'A dynamic educational system of excellence.'

Warfield Elementary School is committed to providing our students with the most effective and dynamic instruction purposed with ensuring the success of all students.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Smith, Cristina	Principal	
Ferreira, Jean	Assistant Principal	
Bacchiochi, Jennifer	Instructional Coach	
Goddard, Jennifer	School Counselor	
Betscha, Rachael	Teacher, K-12	
Gilbride, Angie	Assistant Principal	
Leigh, Amanda	Instructional Coach	

### 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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)**

**Date this data was collected or last updated**

Friday 9/6/2019

**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	17	14	9	12	9	0	0	0	0	0	0	0	0	61
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
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	18	30	0	0	0	0	0	0	0	0	48

**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	1	1	3	0	0	0	0	0	0	0	0	5

**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	17	14	9	12	9	0	0	0	0	0	0	0	0	61
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
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	18	30	0	0	0	0	0	0	0	0	48

**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	1	1	3	0	0	0	0	0	0	0	0	5

**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	42%	58%	57%	42%	59%	55%
ELA Learning Gains	61%	59%	58%	47%	61%	57%
ELA Lowest 25th Percentile	78%	56%	53%	58%	54%	52%
Math Achievement	56%	65%	63%	65%	67%	61%
Math Learning Gains	68%	65%	62%	72%	67%	61%
Math Lowest 25th Percentile	71%	53%	51%	63%	55%	51%
Science Achievement	0%	58%	53%	0%	55%	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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (17)	0 (14)	0 (9)	0 (12)	0 (9)	0 (0)	0 (61)
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 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (18)	0 (30)	0 (0)	0 (48)

**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	34%	54%	-20%	58%	-24%
	2018	39%	57%	-18%	57%	-18%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	45%	57%	-12%	58%	-13%
	2018	40%	55%	-15%	56%	-16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019					
	2018					
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	58%	-13%	62%	-17%
	2018	57%	63%	-6%	62%	-5%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	60%	67%	-7%	64%	-4%
	2018	49%	64%	-15%	62%	-13%
Same Grade Comparison		11%				
Cohort Comparison		3%				
05	2019					
	2018					
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	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	19	68	75	23	68	69					
ELL	40	62	76	57	67	72					
BLK	29	36		39	64						
HSP	42	63	76	58	68	70					
WHT	69			62							
FRL	44	63	83	58	70	77					

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	10	32	33	15	23	18					
ELL	39	52	63	55	38	15					
BLK	35	29		48	38						
HSP	42	51	63	58	40	16					
FRL	41	46	54	58	40	16					
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	9	33	41	36	48	42					
ELL	35	41	56	61	69	61					
BLK	50	53		59	68						
HSP	39	46	58	63	70	65					
WHT	64			82							
FRL	38	44	57	64	71	59					

**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	62
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	55
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
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	61
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	42
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	62
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	66
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	64
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.

Overall ELA Achievement showed the lowest performance. Students are performing in lower text complexity bands, as well as an increased need for language acquisition support.

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

Third grade ELA Achievement and Math Achievements showed the greatest declines. The same trends are pervasive in that students are performing in lower text complexity bands, as well as an increased need for language acquisition support.

#### 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.

ELA Achievement had the greatest gap when compared to the state average. The factors that contributed to this gap are struggles with text complexity and language acquisition.

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

Math Learning Gains for the lowest quartile was the data component showing the most improvement, with a gain of 51%. The actions taken to achieve this end result were to work on the presentation of math lessons in a focused mini-lesson format, increasing accountable student math talk and problem-solving skills using Number Talks, and a comprehensive focus on math vocabulary.

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

1. Overall improved ELA and Math Achievement
2. Student attendance, especially at lower grades.

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

1. Improved ELA Achievement via differentiation
2. Improved Math Achievement via differentiation
3. Improved student attendance

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Increase proficiency in math achievement.
<b>Rationale</b>	Math achievement proficiency continues to be below the district average.
<b>State the measurable outcome the school plans to achieve</b>	The school plans to increase the math proficiency achievement by 10 percentage points as measured by the FSA from 56% to 66%.
<b>Person responsible for monitoring outcome</b>	Rachael Betscha (betschr@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Implement and maintain daily number sense and vocabulary routines, as well as instruction designed around the CRA model, to promote real world problem solving and critical thinking skills needed to be successful.
<b>Rationale for Evidence-based Strategy</b>	Research indicates that utilizing the CRA model as well as building a strong foundation in number sense are critical to support student learning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilizing Number Talks with fidelity</li> <li>2. Continued professional development around number sense</li> <li>3. Collect, analyze, and respond to data through PLC process</li> <li>4. Plan collaboratively to make connections</li> <li>5. Ensure students are being given remediation and enrichment as needed</li> <li>6. Structure lessons using the CRA model</li> <li>7. Provide specific instruction around vocabulary including continued embedded exposure and usage</li> </ol>
<b>Person Responsible</b>	Cristina Smith (smithc1@martin.k12.fl.us)

<b>#2</b>	
<b>Title</b>	Increase proficiency in ELA achievement.
<b>Rationale</b>	ELA achievement proficiency continues to be below the district and state average.
<b>State the measurable outcome the school plans to achieve</b>	The school plans to increase ELA proficiency achievement by 10 percentage points as measured by the FSA from 42% to 52%.
<b>Person responsible for monitoring outcome</b>	Angie Gilbride (gilbria@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Implement and maintain an explicit, systematic, multi-sensory phonics instruction program in order for students to comprehend grade level texts.
<b>Rationale for Evidence-based Strategy</b>	Current educational research indicates the need for phonics as a foundational building block to read with appropriate accuracy and fluency in order to comprehend texts at increasingly complex levels.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Adopting and utilizing programs with fidelity (FUNdations, Words Their Way, System 44).</li> <li>2. Continue professional development with phonics programs and instruction</li> <li>3. Collect, analyze, and respond to data generated from these programs through the PLC process.</li> <li>4. Plan collaboratively to make connections between components of balanced literacy to ensure application of skills.</li> <li>5. Ensure interventions are aligned to student needs.</li> </ol>
<b>Person Responsible</b>	Angie Gilbride (gilbria@martin.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Increase proficiency in science
<b>Rationale</b>	Students need a variety of diverse experiences and background knowledge in scientific concepts in order to develop critical thinking skills. In addition, science provides students with opportunities to problem-solve through trial and error experimentation.
<b>State the measurable outcome the school plans to achieve</b>	Fifth grade science proficiency scores at Indiantown Middle School will increase by 10% points, from 27% to 37%.
<b>Person responsible for monitoring outcome</b>	Jean Ferreira (ferreij@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Integration of rigorous, standard-aligned science vocabulary by embedding throughout lessons in each subject area. Incorporation of hands-on science labs and experiments to assist students in making concrete connections to grade level science content.
<b>Rationale for Evidence-based Strategy</b>	The data indicates that second language learners require explicit focused vocabulary instruction in order to make connections to the content. Use of hands-on science experiments will facilitate the transference of knowledge and the making of connections.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create grade level specific vocabulary lists at the rigor of the standards for use within each science unit and across content areas</li> <li>2. Provide specific instruction around vocabulary including continued embedded exposure and usage in science</li> <li>3. Plan collaboratively to make science connections through hands-on science labs and experimentation</li> <li>4. Collect, analyze, and respond to Elevate science workbook assessments (grade K-2) and Performance Matters science assessment data (grades 3 and 4) through PLC process</li> <li>5. Collaboration with district science coordinator, Valerie Gaynor, to utilize her expertise with the selection of standard-aligned experiments and development of rigorous vocabulary lists for implementation in science lessons</li> </ol>
<b>Person Responsible</b>	Jean Ferreira (ferreij@martin.k12.fl.us)

**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.**

The school plans to build positive relationships with parents, families, and other community stakeholders through a variety of school-based functions (conference nights, family nights, assemblies, PBIS events, Open House, Literacy and Math Weeks, school -wide special programs, events and student celebrations, etc.). We strive to have 100% parental involvement by the end of the school year.

**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.**

The school collaborates with four counseling agencies. Tykes and Teens is on site and provides individual counseling to students and their families. Legacy Behavioral Services is a local agency providing services to students and their families at school and in the home. Treasure Health/Hospice provides counseling/bereavement services to students and their families. The Dept. of Children and Families provides a variety of service depending on the student/family case plan. In addition, our guidance counselor provides individual and small group counseling to address social/emotional, incidental and chronic issues affecting students. She acts as a liaison between the school and these agencies to ensure consistency and communicates effective strategies to school personnel to support our students at school. The guidance counselor conducts numerous Character Counts, Anti-Bullying, Mental Wellness and other programs specific to our RtI data. Our 'check in/check out' mentoring and individual point sheet methods are also used as interventions.

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

Each year in April and May, three different local PreK providers collaborate with school officials to schedule a Pre-K to Kindergarten transition visit for students, support personnel and parents. These visits also include children who have no previous schooling and their parents. The visits provide students and parents an opportunity to tour the campus, visit KG classrooms and special areas (art, music, P.E.), and receive a snack in the cafeteria. Parents are able to ask questions and receive information to support transitioning their child(ren) to kindergarten. In March, a PreK to Kindergarten Parent Transition meeting is held to provide them with information to effectively support students coming to a new school. In May, our school's Individual Education Plan (IEP) team and parents meet with Indiantown Middle School personnel to review academic and behavioral support services for each ESE student and determine appropriate placement based on the student's needs.

Each summer (in June) any student who registers for Kindergarten is invited to attend our Jump Start to Kindergarten program. This is a half day program for 15-20 days focusing on academic readiness and social emotional skills. Teachers have an opportunity to screen and observe students so they can be appropriately grouped/placed for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

In March of each year, the local Pre-K providers collaborate with school officials to plan and present a Transition to Kindergarten Parent Night. Parents of all three local Pre-K providers as well as those whose children haven't been enrolled in a Pre-K program are welcome to attend this meeting. The school's kindergarten teachers and administration present information (in English and Spanish) to parents focusing on what to expect in kindergarten and how to make the transition to school easier. Parents are provided with written information, as well.

**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 Leadership Team includes administration (Principal and two Assistant Principals), instructional coaches, an Intervention and Problem-Solving Coach and Guidance Counselor. Our school's Faculty Council includes a teacher from each grade level and a dept. or area representative from the related arts team, paraprofessionals, custodial and office staffs. The purpose of these groups is to provide input and expertise as they review and analyze school, district and state student and staff data (assessments, benchmarks, surveys, verbal feedback, etc.). They utilize the analysis to identify, determine and prioritize student, grade level, school and staff needs. Once specific needs are identified, these groups determine which researched-based resources (curricular, instructional/professional development, personnel) will be needed to effectively address these needs. The groups designate and allocate funds to enhance curricular programs, purchase instructional materials and supplies for students, teachers and parent involvement sessions, pay teachers to attend extended professional development sessions, hire consultants to increase teachers' pedagogical skills through classroom modeling and coaching and purchase teacher professional literature. Additional funds are designated for our summer programs (Jump Start to Kindergarten and Summer Slide) as well. The school Leadership Team and Faculty Council meet monthly or more often as needed. Teachers are required to maintain an inventory of all instructional materials (curriculum-related, classroom libraries, manipulatives) and professional literature provided to them by the school or district which is monitored by administration at the end of the school year.

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

During our Literacy and Math weeks, various careers in Literacy and Math are highlighted daily. Our Related Arts team hosts a career day for each grade level showcasing various careers in art, music, PE, Science, computer education and Media.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Increase proficiency in math achievement.				\$2,174.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	510-Supplies	0131 - Warfield Elementary School	General Fund		\$630.00	
<i>Notes: Math in practice books</i>						

	5100	510-Supplies	0131 - Warfield Elementary School	General Fund		\$1,544.00
			<i>Notes: Number Talks books</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Increase proficiency in ELA achievement.</b>				<b>\$2,790.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0131 - Warfield Elementary School	General Fund		\$1,650.00
			<i>Notes: Shared reading</i>			
	5100	510-Supplies	0131 - Warfield Elementary School	General Fund		\$1,140.00
			<i>Notes: writing units of study</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Increase proficiency in science</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$4,964.00</b>