

Nassau County School District

# Fernandina Beach Middle School



## 2019-20 Schoolwide Improvement Plan

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## Fernandina Beach Middle School

315 CITRONA DR, Fernandina Beach, FL 32034

[ no web address on file ]

### Demographics

**Principal: Anna Crawford**

Start Date for this Principal: 9/26/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%
<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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (62%) 2016-17: A (63%) 2015-16: A (62%) 2014-15: A (72%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Nassau 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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## Fernandina Beach Middle School

315 CITRONA DR, Fernandina Beach, FL 32034

[ no web address on file ]

### 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)
Middle School 6-8	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

### School Grades History

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of the Nassau County School District and at Fernandina Beach Middle School is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

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

Our vision at Fernandina Beach Middle School is to promote, support, and afford students the opportunity to become productive members of society and life-long learners.

### 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
Benson, Kathryn	Assistant Principal	
Brown, Edward	Principal	
Severance, Courtney	Teacher, K-12	
Thompson, Renee	Instructional Media	
Hall, Julie	Teacher, K-12	
Joshua, Bozeman	Teacher, K-12	
Bunch, Brenda	Teacher, ESE	
Mellin, Sandra	Instructional Coach	
Kindler, Ross	Teacher, K-12	
Miller, Murttavius	School Counselor	
Jones, Bailee	Teacher, K-12	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	222	216	253	0	0	0	0	691	
Attendance below 90 percent	0	0	0	0	0	0	36	50	53	0	0	0	0	139	
One or more suspensions	0	0	0	0	0	0	18	11	23	0	0	0	0	52	
Course failure in ELA or Math	0	0	0	0	0	0	18	10	22	0	0	0	0	50	
Level 1 on statewide assessment	0	0	0	0	0	0	46	49	33	0	0	0	0	128	
	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	20	21	27	0	0	0	0	68

**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	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	3	1	2	0	0	0	0	6

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

44

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

Friday 11/8/2019

**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	0	0	0	0	0	0	35	38	37	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	7	11	12	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	9	6	22	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	34	34	23	0	0	0	0	91

**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	16	19	23	0	0	0	0	58



## 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%	64%	54%	70%	63%	52%
ELA Learning Gains	56%	53%	54%	59%	57%	54%
ELA Lowest 25th Percentile	46%	44%	47%	42%	42%	44%
Math Achievement	78%	74%	58%	74%	68%	56%
Math Learning Gains	64%	62%	57%	65%	57%	57%
Math Lowest 25th Percentile	56%	56%	51%	43%	45%	50%
Science Achievement	66%	64%	51%	76%	68%	50%
Social Studies Achievement	74%	72%	72%	80%	73%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	222 (0)	216 (0)	253 (0)	691 (0)
Attendance below 90 percent	36 ( )	50 ( )	53 ( )	139 (0)
One or more suspensions	18 ( )	11 ( )	23 ( )	52 (0)
Course failure in ELA or Math	18 ( )	10 ( )	22 ( )	50 (0)
Level 1 on statewide assessment	46 ( )	49 ( )	33 ( )	128 (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
06	2019	67%	63%	4%	54%	13%
	2018	70%	64%	6%	52%	18%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	64%	59%	5%	52%	12%
	2018	65%	57%	8%	51%	14%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				
08	2019	72%	65%	7%	56%	16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	71%	68%	3%	58%	13%
Same Grade Comparison		1%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	69%	71%	-2%	55%	14%
	2018	65%	64%	1%	52%	13%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	81%	76%	5%	54%	27%
	2018	73%	70%	3%	54%	19%
Same Grade Comparison		8%				
Cohort Comparison		16%				
08	2019	58%	62%	-4%	46%	12%
	2018	59%	60%	-1%	45%	14%
Same Grade Comparison		-1%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	65%	60%	5%	48%	17%
	2018	64%	60%	4%	50%	14%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	72%	5%	71%	6%
2018	70%	67%	3%	71%	-1%
Compare		7%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	74%	23%	61%	36%
2018	99%	77%	22%	62%	37%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

## 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	34	44	36	31	48	41	36	26			
ELL	24	38	33	40	45	33	30				
BLK	56	61	54	56	55	50	40	61	58		
HSP	51	52	39	64	58	47	57	68	54		
MUL	67	52		70	82	58		65			
WHT	73	56	45	83	64	61	71	77	66		
FRL	53	51	47	65	63	54	54	59	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	35	55	48	31	48	44	38	35			
ELL	38	40	37	33	40	28					
BLK	54	56	47	51	51	37	39	59	27		
HSP	53	45	36	57	50	32	50	52			
MUL	59	52		60	74	64		67			
WHT	73	59	51	79	70	58	70	74	62		
FRL	55	53	46	56	58	52	51	55	34		
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	26	52	41	26	42	32	39	41			
ELL	30	36		50	64						
BLK	41	45	42	54	54	27	65	44	50		

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
HSP	48	48	35	61	60	47	33	82			
MUL	56	59	54	53	41	21	50				
WHT	78	62	43	80	69	50	84	87	60		
FRL	51	52	41	58	55	38	60	70	28		

### 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	64
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	64
Total Points Earned for the Federal Index	637
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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	55
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	55
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	66
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 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	56
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.**

Our students with disabilities data was the lowest performing subgroup. In 2019 our ESE staffing was made up of long-term substitutes due to the inability to fill those positions with highly qualified personnel.

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

The eighth grade math scores showed the greatest decline from the previous year. In 2019 our math department was revamped and new teachers with fewer years of math experience were hired in eighth grade and our strongest eighth grade students took the Algebra 1 assessment with a 97% pass rate.

**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.**

The ELA lowest 25th percentile was 1 percent lower than the state average. A major factor was the growth of our ELL population that made up a portion of our lower percentile.

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

Math achievement overall and the math scores of the lowest 25th percentile showed the greatest improvement. Our new actions included more professional development in best management practices paired with intentional small group instruction.

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

Students whose attendance is below 90% is our greatest area of concern due to lost instructional time.

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

1. Students with disabilities
2. ELL student population
3. Attendance
4. Overall ELA scores
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	ESE Students
<b>Rationale</b>	Our students with disabilities subgroup fell below the 41% on statewide testing
<b>State the measurable outcome the school plans to achieve</b>	To improve the passing rate of our students with disabilities on statewide testing to 41% or above.
<b>Person responsible for monitoring outcome</b>	Kathryn Benson (bensonka@nassau.k12.fl.us)
<b>Evidence-based Strategy</b>	Our evidence-based strategies include collaborative planning with our ESE teachers to help improve instruction and the use of iReady diagnostic program to identify levels to provide gap instruction. We will also use LLI and other teacher tool box kits, small group instruction and the constant monitoring of iReady and STAR data to ensure that our students with disabilities are progressing.
<b>Rationale for Evidence-based Strategy</b>	Better diagnostics tools will be used to better identify the specific needs of our students and provide gap instruction. The collaborative planning will allow our teachers to plan instruction that includes small groups to accommodate for gap instruction while following the district pacing guides.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. More Instructional support</li> <li>2. Diagnostic testing</li> <li>3. Increased progress monitoring</li> <li>4. More gap instruction</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

#2	
<b>Title</b>	ELL Students
<b>Rationale</b>	Our growing ELL population is below the 41% on statewide testing.
<b>State the measurable outcome the school plans to achieve</b>	To improve statewide testing of ELL students to above 41%.
<b>Person responsible for monitoring outcome</b>	Edward Brown (edward.brown@nassau.k12.fl.us)
<b>Evidence-based Strategy</b>	The implementation of a dedicated ELL reading course to improve reading proficiency. Diagnostic programs will be used to track progress.
<b>Rationale for Evidence-based Strategy</b>	Our increased population of new ELL students who have not been exposed to any English education. The new course will be used as dedicated time to bridge the language gap.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use of Microsoft translator</li> <li>2. More ELL instructional support</li> <li>3. Increased diagnostic monitoring</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Kathryn Benson (bensonka@nassau.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.**

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way and meaningful.
- B. Responsible parenting is promoted and supported.



C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress through our annual Curriculum Night and other regular communication.

D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.

E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- New Student Orientation
- Open House
- School web page
- Focus
- On-line school newsletters communicating classroom and school news to parents
- Parent phone calls, School Messenger, Remind, and face-to face meetings
- College and Career Fairs
- School Matters Publication

We strongly encourage parent involvement through the activities of our Parent-Teacher Organization, such as the Fall BBQ and the Desserts of Amelia.

#### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

School based teams, such as the Positive Behavioral Interventions and Supports (PBIS) team, meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Refer students to enter the system of care set forth through the Positive Behavioral Interventions and Supports (PBIS) in order to connect students to agencies who have Cooperative Agreements or are on campus (i.e. Communities in Schools, Starting Point Behavioral Health, and Child Advocacy Rapid Response Team).

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

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

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

**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's leadership team works closely with the Positive Behavioral Interventions and Supports (PBIS) team to oversee the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data from Performance Matters to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings.

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

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Messenger, Remind, school websites, and school newsletters.

## Part V: Budget

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

1	III.A.	Areas of Focus: ESE Students	\$0.00
2	III.A.	Areas of Focus: ELL Students	\$0.00
Total:			\$0.00