

Polk County Public Schools

Auburndale Central Elementary School



2019-20 Schoolwide Improvement Plan

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Auburndale Central Elementary School

320 LEMON ST, Auburndale, FL 33823

<http://schools.polk-fl.net/ace/>

Demographics

Principal: Octavia May

Start Date for this Principal: 8/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (43%) 2016-17: D (38%) 2015-16: F (28%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Polk County School Board on 12/20/2019.

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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">65%</p>

School Grades History

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

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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 mission is for every learner to reach academic excellence by becoming creative problem solvers and change makers.

Provide the school's vision statement.

Our vision is to provide a nurturing environment committed to achieving academic excellence through the use of high yield strategies in preparation for college or career.

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
May, Octavia	Principal	
Lott, Sandria	School Counselor	
Stoquert, Sara	Assistant Principal	
Sheppard, Trimeishia	Instructional Coach	
Butler, Todd	Other	

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	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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Monday 8/12/2019

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	0	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	0
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	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

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	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	0
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	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

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	35%	51%	57%	32%	51%	55%
ELA Learning Gains	46%	51%	58%	51%	53%	57%
ELA Lowest 25th Percentile	61%	49%	53%	46%	50%	52%
Math Achievement	39%	57%	63%	38%	58%	61%
Math Learning Gains	40%	56%	62%	39%	57%	61%
Math Lowest 25th Percentile	21%	47%	51%	37%	49%	51%
Science Achievement	43%	47%	53%	24%	46%	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 (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 (0)
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 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	35%	52%	-17%	58%	-23%
	2018	34%	51%	-17%	57%	-23%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	32%	48%	-16%	58%	-26%
	2018	39%	48%	-9%	56%	-17%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				
05	2019	38%	47%	-9%	56%	-18%
	2018	29%	50%	-21%	55%	-26%
Same Grade Comparison		9%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	56%	-13%	62%	-19%
	2018	34%	56%	-22%	62%	-28%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	35%	56%	-21%	64%	-29%
	2018	32%	57%	-25%	62%	-30%
Same Grade Comparison		3%				
Cohort Comparison		1%				
05	2019	34%	51%	-17%	60%	-26%
	2018	44%	56%	-12%	61%	-17%
Same Grade Comparison		-10%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	45%	-4%	53%	-12%
	2018	40%	51%	-11%	55%	-15%
Same Grade Comparison		1%				
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	16	50	46	28	29	17	10				
ELL	31	46		35	51		38				
BLK	32	57		38	52	40	40				
HSP	35	39		41	45		56				
WHT	38	49	53	39	33	8	35				
FRL	34	47	64	36	45	24	44				

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	17	21	21	3	17	25					
ELL	32	48		32	45	42	10				
BLK	16	18		16	23		20				
HSP	36	58	67	44	51	50	41				
WHT	42	45	60	39	47	18	64				
FRL	37	50	55	37	47	38	43				

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	12	47		16	35	33					
ELL	21	44		40	36						
BLK	16	50		12	21						
HSP	33	51		48	35		33				
WHT	39	50	58	39	48	33	22				
FRL	31	49	47	37	41	42	18				

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	42
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	53
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	28
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	42
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	43
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	45
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	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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.

The lowest performing group was our bottom 25th percentile in math. Some of the factors that contributed to this gap was not having a full time teacher in our 5th grade math class (departmentalized), student attendance and we did not have a math interventionist.

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

The component showing the greatest decline was in our bottom 25th percentile students in math. Some of the factors that contributed to this gap was not having a full time teacher in our 5th grade math class (departmentalized), student attendance and we did not have a math interventionist.

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 greatest gap was our bottom 25th percentile in math. Some of the factors that contributed to this gap was not having a full time teacher in our 5th grade math class (departmentalized), student attendance and we did not have a math interventionist.

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

The data component that showed the most improvement was in our ELA bottom 25th percentile. The actions we took was providing intentional support in the ELA block, focusing on the students instructional levels in power hour, and tutoring before/after school.

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

Two areas of concern are attendance and over aged students.

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

1. Math bottom 25th percentile students
2. Attendance
3. Subgroup achievement gaps
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math lowest 25th percentile students
Rationale	Based on the 2019 Math FSA results, our lowest 25th percentile students decreased in learning gains from 33% to 21%.
State the measurable outcome the school plans to achieve	The lowest 25th percentile students will achieve math learning gains that increase from 21% to 30% as measured by the 2020 Math FSA.
Person responsible for monitoring outcome	Octavia May (octavia.may@polk-fl.net)
Evidence-based Strategy	Providing additional professional development for teachers on how to effectively use math strategies and intentional monitoring of student quarterly progress monitoring results in order to support student learning.
Rationale for Evidence-based Strategy	2019 FSA Math data indicates the need for additional curriculum and instructional support.
Action Step	

Description	<ol style="list-style-type: none"> 1. Implementation of a Math club to target the lowest 25th percentile students. 2. PLC topics focused on engaging students in complex tasks. 3. Before and after school tutoring to provide additional academic support for the lowest 25th percentile students.
Person Responsible	Octavia May (octavia.may@polk-fl.net)

#2	
Title	Sub-group:Students with Disabilities
Rationale	According to 2019 ESSA data, students with disabilities fell below the 41% federal index for two consecutive years.
State the measurable outcome the school plans to achieve	Students with disabilities will increase from 28% to 33% as measured by the 2020 ESSA federal index.
Person responsible for monitoring outcome	Octavia May (octavia.may@polk-fl.net)
Evidence-based Strategy	Providing additional classroom support (certified teachers/para professionals) and intentional monitoring of student quarterly progress monitoring results in order to support student learning.
Rationale for Evidence-based Strategy	The 2019 ESSA data indicates students with disabilities need additional academic and instructional support in the classroom.

Action Step	
Description	<ol style="list-style-type: none"> 1. Before/After school tutoring 2. AVID/LSI Strategies 3. Provide opportunities for ESE and general education teachers to collaboratively plan for differentiated instruction and support delivery of ESE services.
Person Responsible	Octavia May (octavia.may@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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.

Auburndale Central Elementary builds positive relationships with families to increase involvement by conducting a minimum of three face to face conferences between teachers and parents in order to keep parents informed of their child's progress. Report cards are sent home every 9 weeks and interim reports are sent home once every 9 weeks. A monthly school-wide newsletter is sent home stating the curriculum each grade level is teaching and other important school-wide information. The mission and vision is stated in the newsletter and is also displayed on a board in the waiting room of the office. We build positive relationships with our families by having a "Family Friendly" office staff. Throughout the year we have family nights that families are invited to attend. During these events we get parents and students involved. Teachers use agendas as daily communication between home and school. The Positive Behavior Support System is also noted in the daily agendas. Parents receive daily behavioral feedback through the agendas. Teachers frequently communicate and document parent phone conferences on a conference log that is submitted to administration.

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.

Auburndale Central Elementary (ACE) ensures the social-emotional needs of all students are being met by providing the following: counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics.

The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. One of the coping methods we are implementing is the "Drum Beat" program. "Drum Beat" is a program that is an evidence-based social and emotional learning program. To assist with meeting the social and emotional needs our students, the counselor teachers lessons utilizing district provided materials. In addition, the administrators mentor and build a rapport by meeting with parents and students with potential/known issues to encourage proper behavior. Mental Health services are also available when needed through Winter Haven Behavioral Health. Our school also uses CHAMPS and PBIS to support positive behavior.

ACE has joined forces with the United Way Reading PALS, the City of Auburndale, and the local recreation center for mentoring students. Teachers make sure the students feel safe and secure by

providing specific strategies to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan activities, collaborative pairs, and Tier plans. ACE is great at providing a support team for the student. The teachers, administration, school psychologist, and guidance counselor work with parents to ensure the students are supported 100%. Students are taught social skills throughout the day and are praised for a job well done to help develop character along with academics.

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

Auburndale Central has two Pre-Kindergarten Head Start classrooms with 18 students each under the supervision of a certified teacher and CDAT. In addition, a Family Service Advocate and a Lead Resource Coach assists the parents, teachers, and CDATs.

Once the preschool student completes the transition to Kindergarten student they take a Early Literacy test.

A Kindergarten readiness skills test is administered to each student and data shared with parents with specific instructions on activities which they may do with their child to improve his/her readiness. Volunteers read with students "Reading Pals Program" twice a week for 30 minutes each session. Data collected is used to differentiate instruction and design activities to fill gaps or provide enrichment in school readiness and socialization.

The guidance counselor dedicates time and materials to assist the Kindergarten students/parents to make a successful transition into Kindergarten.

Students from the on-campus Head start program are given the opportunity to experience a day of Kindergarten at Auburndale Central prior to the end of the school year.

Parents of preschool and school-aged children are encouraged to attend the numerous parent training opportunities.

Staff Involved: media specialist, guidance counselor, math coach, teacher trainer, para-educators, principal, assistant principal, and kindergarten teachers.

Pre-kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into Kindergarten a smooth process.

Parent feedback is another tool used in evaluating the effectiveness of the Round Up and other parent activities.

Outgoing 5th graders are invited to visit the local middle schools.

Counselors from the middle school come over prior to testing to discuss 5th graders and why students need to focus on learning and becoming proficient in math and reading.

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 MTSS Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systematic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extended thinking, refining, and summarizing); and aligned processes and procedures.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. (Ex. Purchase new technology for classrooms.)

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

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

ACE's School Wide

College and Career Week: 2019-20 Schedule of Events

Daily: Monday-Friday

There will be a fact read about a college on the morning announcements.

WEEKLY SCHEDULE:

MONDAY: classes decorate classroom doors in college theme

TUESDAY: Teachers bring college paraphernalia from the college they attended to display on their doors (pendants, shirts, etc...)

WEDNESDAY: Students parade around campus to look at doors

THURSDAY: CAREER DRESS UP DAY

FRIDAY: COLLEGE APPAREL DAY/ Great American Teach-in

End of the year award celebrations held for students are always geared and focused with their upcoming high school graduation date posted and included in announcements and conversations. Polk State College is present at the 5th grade end of year celebration to present Academic scholarships to 6 of our students.

Local colleges are invited to participate in orientation at the beginning of the year to share information with students and parents who might be interested in classes themselves (GED, higher education, etc.) We hold a Great American Teach-In with businesses, various industries, and community organizations sharing with our students about themselves, goals, and line of work. All classes visit the different stations and have speakers in their classrooms throughout the day as they learn about possible career opportunities for their future.

We will continue each of these activites for the following school year.

Part V: Budget

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

1	III.A.	Areas of Focus: Math lowest 25th percentile students	\$0.00
2	III.A.	Areas of Focus: Sub-group:Students with Disabilities	\$0.00
Total:			\$0.00