

Polk County Public Schools

# Floral Avenue Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Floral Avenue Elementary School

1530 FLORAL AVE S, Bartow, FL 33830

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

## Demographics

**Principal: Lauren Gekakis**

Start Date for this Principal: 8/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-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 Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (50%) 2016-17: B (56%) 2015-16: B (56%) 2014-15: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<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 Polk 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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## Floral Avenue Elementary School

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

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

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

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## Part I: School Information

### School Mission and Vision

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

The Mission Statement of Floral Avenue Elementary is to provide a supportive learning environment for all children to ensure that they become productive, responsible citizens in an ever-changing world.

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

In accomplishing our mission, students at Floral Avenue Elementary will:

- Be punctual, attend school regularly, and come prepared with homework and supplies.
- Follow school rules.
- Work cooperatively with other students.

The curriculum and instruction of the school will:

- Provide rigorous, relevant learning activities based on the Florida Standards.
- Challenge students and nurture creative thinking.
- Provide academic continuity across the grade levels.
- Provide extra assistance for students in need of additional academic support.

Student success will be fostered in a climate in which:

- All adults promote an enriching, comfortable, challenging learning environment.
- Staff members work as a team to continually improve instruction.
- Business partners, volunteers and families work cooperatively for the benefit 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
Brown, Lantandrier	Instructional Coach	
Ruhl, Tammy	Assistant Principal	
Eckman, Rebekah	Principal	
Reynolds, Nancy	School Counselor	
Harvard, Zachary	Instructional Coach	
Schraw, Christine	Other	ESE facilitator

## 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	55%	51%	57%	52%	51%	55%
ELA Learning Gains	55%	51%	58%	60%	53%	57%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	48%	49%	53%	65%	50%	52%
Math Achievement	55%	57%	63%	53%	58%	61%
Math Learning Gains	63%	56%	62%	61%	57%	61%
Math Lowest 25th Percentile	41%	47%	51%	57%	49%	51%
Science Achievement	54%	47%	53%	47%	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	54%	52%	2%	58%	-4%
	2018	59%	51%	8%	57%	2%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	44%	48%	-4%	58%	-14%
	2018	49%	48%	1%	56%	-7%
Same Grade Comparison		-5%				
Cohort Comparison		-15%				
05	2019	61%	47%	14%	56%	5%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison		13%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	56%	-10%	62%	-16%
	2018	55%	56%	-1%	62%	-7%



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	58%	56%	2%	64%	-6%
	2018	48%	57%	-9%	62%	-14%
Same Grade Comparison		10%				
Cohort Comparison		3%				
05	2019	56%	51%	5%	60%	-4%
	2018	57%	56%	1%	61%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	45%	12%	53%	4%
	2018	63%	51%	12%	55%	8%
Same Grade Comparison		-6%				
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	36	45	41	35	51	38	24				
ELL	42	58		48	46						
BLK	38	52	56	38	55	56	30				
HSP	55	56	57	57	64	46	54				
WHT	64	56	31	63	67	27	67				
FRL	46	51	53	46	60	50	48				
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	30	49	54	34	35	14	52				
ELL	38	64		50	57						
BLK	42	36	38	41	47	17	52				
HSP	53	57	64	56	57		70				
WHT	61	54	41	61	49	40	64				
FRL	53	50	48	55	55	26	61				

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	34	65	71	35	59	50	40				
ELL	32	47		50	65						
BLK	32	43	55	32	55	56	15				
HSP	50	59	65	57	64	58	46				
WHT	64	69	71	61	63	62	64				
FRL	46	54	61	50	61	51	38				

### 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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	52
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	46
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	57
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	54
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	53
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.**

Students with disabilities had the lowest proficiency in Science with 24%. Struggles with reading can contribute to this low performance. Science doesn't have support outside the classroom (tutoring, coaches).

White students in math in the lowest 25% decreased in their learning gains. This is not the trend that has been seen in the past.

The same group of white students struggled in ELA learning gains. This is an area that has not seen a decrease in past years.

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

Students with disabilities decreased in proficiency from 53% to 24% the past year. Science has a lot of reading and learning gains in ELA also dropped from last year. ELA has 3 grade levels that are tested in proficiency while Science only has one grade level so further data analysis about ELA proficiency will need to be looked at to determine if there was a similar decrease in that specific grade level.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math lowest 25% learning gains has a 10% difference when compared to the state average. The gap was created the previous year. When breaking down the data, all of the subgroups, except one, made gains in math learning gains lowest 25%. A math coach was added to the staff last year and that had an impact on increasing the learning gains in the lowest 25% from the previous year. Focus on small group instruction and intensive intervention instruction (iii) time was added to the math block as well.

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

Black students in the area of math lowest 25% helped create the area of most improvement in Math Learning gains. A math coach was added to help teachers create a focus on providing instruction to students based on data. A book study was done school wide to focus on providing a positive relationship and culture with students from low socioeconomic backgrounds.

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

Students with disabilities and learning gains are two areas that are potential areas of concern.

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

1. Math proficiency and learning gains
2. Students with disabilities proficiency in all subjects
3. ELA achievement and learning gains in 3rd to 4th grade.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

<b>Title</b>	Math proficiency and growth
<b>Rationale</b>	Our Math proficiency and lowest 25% learning gains were below the district and state average.
<b>State the measurable outcome the school plans to achieve</b>	Our math proficiency will increase to 59% and our math learning gains in the lowest 25% of our students will increase to 45% making learning gains based on progress monitoring data and FSA scores.
<b>Person responsible for monitoring outcome</b>	Rebekah Eckman (rebekah.eckman@polk-fl.net)
<b>Evidence-based Strategy</b>	We will use learning targets and target task alignment to ensure that all students are completing activities that are to the depth of the standard. All teachers will be trained in the process of using learning targets and target-task alignment.
<b>Rationale for Evidence-based Strategy</b>	By having students complete tasks that are aligned with the standards, students are able to understand and demonstrate proficiency with that standard.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use math coach with experience in supporting teachers in math knowledge.</li> <li>2. Provide in depth collaborative planning and PLC's by providing substitutes for teachers to allow focus on target-task alignment and data review to provide small group instruction to students struggling with meeting the standards.</li> <li>3. Provide professional development to teachers in the areas of target-task alignment, success criteria, and learning targets through the LSI trainer.</li> <li>4. Use grade cam technology to enhance the understanding of the data to provide interventions to students who are struggling.</li> <li>5. Provide tutoring to students who are in the lowest 25% of each grade level.</li> </ol>
<b>Person Responsible</b>	Zachary Harvard (zachary.harvard@polk-fl.net)

<b>#2</b>	
<b>Title</b>	Students with Disabilities improving in all academic areas
<b>Rationale</b>	According to ESSA data, our SWD are below the expected 41% proficiency in multiple academic areas. These students are expected to meet grade level standards and need additional support in order to meet that expectations.
<b>State the measurable outcome the school plans to achieve</b>	Students with disabilities will meet the required 41% proficiency as measured by ESSA requirements.
<b>Person responsible for monitoring outcome</b>	Rebekah Eckman (rebekah.eckman@polk-fl.net)
<b>Evidence-based Strategy</b>	We will use learning targets and target task alignment to ensure that all students are completing activities that are to the depth of the standard. All teachers will be trained in the process of using learning targets and target-task alignment.
<b>Rationale for Evidence-based Strategy</b>	By having students complete tasks that are aligned with the standards, students are able to understand and demonstrate proficiency with that standard.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Supplemental kits will be purchased to support students with disabilities in the areas of reading using Wonderworks curriculum.</li> <li>2. Supplemental kits will be purchased to support students with disabilities in the areas of math using IReady curriculum.</li> <li>3. Planning days will be provided to teachers to allow for alignment in instruction of students with disabilities to grade level standards to ensure that they are receiving instruction to the depth of the standard.</li> <li>4. Training and a book study will be provided to teachers in the focus area of teaming students to allow for students with disabilities to participate in the general education classroom and curriculum with supports.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Lantandrier Brown (lantandrier.brown@polk-fl.net)

#3	
<b>Title</b>	Reading growth between 3rd and 4th grade
<b>Rationale</b>	3 year data history shows that the students do not grow in their ELA proficiency between 3rd and 4th grade.
<b>State the measurable outcome the school plans to achieve</b>	Students in 4th grade will meet the targets of 59% proficiency and learning gains based on progress monitoring and FSA data.
<b>Person responsible for monitoring outcome</b>	Rebekah Eckman (rebekah.eckman@polk-fl.net)
<b>Evidence-based Strategy</b>	We will use learning targets and target task alignment to ensure that all students are completing activities that are to the depth of the standard. All teachers will be trained in the process of using learning targets and target-task alignment.
<b>Rationale for Evidence-based Strategy</b>	By having students complete tasks that are aligned with the standards, students are able to understand and demonstrate proficiency with that standard.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hire an ELA coach familiar with ELA standards and writing expectations and can support teachers.</li> <li>2. Hire 2 paras to support students in the area of reading foundational skills in grades K-2 so that interventions can be given at an early age.</li> <li>3. Hold grade level evening events for families to encourage reading and literacy at home, as well as understanding what the expectations are for 4th grade FSA in the area of writing.</li> <li>4. Provide tutoring for students in the lowest 25% in the area of ELA from 3rd grade.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Lantandrier Brown (lantandrier.brown@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).**

The other schoolwide improvement priorities include focusing on student attendance and external stakeholder relationships. Letters will be mailed home using Title 1 funding regarding how to improve attendance to families who students are struggling with attending school. We will continue to engage our external stakeholders through our SAC committee, family and community engagement events, and recognition through social media.

## 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.**

Floral's plans on having multiple events to encourage parents to learn how to support their child's academic success. Conferences will be held with every parent throughout the school year. Teachers will make positive phone calls to families within the first 4 weeks of school. Family engagement activities will be planned throughout the school year to encourage families to come and interact with other families and staff members. Community members will be invited to mentor our students on a regular basis.

**PFEP Link**

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

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

Our school ensures that the social-emotional needs of identified students are being met in a number of ways. Every class will commit 20 minutes of every day to class meetings using Sanford Harmony curriculum. Our on-site guidance counselor meets with individual students and small groups of students regarding immediate needs. Using the new mental health therapist, weekly boys groups and girls groups will be put into place to support students in understanding and exhibiting proper social behavior. We will continue to use our mentoring program where we pair a student with a specific need to an adult who is able to volunteer at least one hour per week. During that hour, students and mentors often each lunch together, read together, and build lasting relationships as mentors offer encouragement. Students who are identified as having a need for food, clothing, or shoes are met with discreetly and on an individual basis. Our school provides extra-curricular opportunities that students can participate in that aide in promoting healthy, well rounded citizens. They range from groups that meet weekly such as chess, patrols, chorus, social skills, and art, to opportunities that arise throughout the year such as county level art shoes, speech contests, and science expositions.

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

Floral Avenue partners with area preschools to ensure a smooth pre-kindergarten to kindergarten transition. A teacher liaison shares information with preschool representatives for curriculum alignment. Flyers are sent home with all students at the preschools, as well as with all Floral Avenue students. In addition, Floral Avenue hosts visits from area preschools and holds a spring kindergarten pre-registration/roundup. School funds are used to provide materials for kindergarten transition activities. Our Title I Facilitator visited feeder pre-schools and day care centers to personally invite parents to Kindergarten Round-Up.

During the first few days of school, new kindergarten students take walking field trips to learn about the school and the school rules. During kindergarten family night, the families are invited to visit their child's classroom and learn about classroom expectations and instructional curriculum. Classroom teachers administer state readiness test (FLKRS) within the first thirty days of school. In addition, students are given a teacher-created ongoing assessment three times per year, which evaluates their knowledge base and allows the teacher to plan instruction according to students' needs.

The effectiveness of the transition plan will be evaluated by an increase in the number of kindergarten students who enter school at the readiness level as measured by FLKRS.



Floral Avenue partners with Bartow Middle School to promote activities to the 5th grade students throughout the school year and summer to ensure that the transition to middle school is smooth and successful.

**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.**

Title I, Part A Title I, Part A, funds school-wide services to Floral Avenue Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title II Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title IX- Homeless The Hearth program, funded through Title IX, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs provide violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

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

Guest speakers are invited to share about careers with students. Students have opportunities to try out possible career paths with jobs on campus such as the TV news show and patrols. Skills needed for vocational and technical programs are integrated through out the content areas with emphasis on skills from areas such as the mathematical practices. Strategies for improving student readiness for postsecondary level are all academic and social skills provided through out the school day. Our school participates in Great American Teach In to ensure students are exposed to a variety of careers and opportunities.