

Polk County Public Schools

Lewis Anna Woodbury Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	8
Planning for Improvement	13
Title I Requirements	16
Budget to Support Goals	18

Lewis Anna Woodbury Elementary School

610 CHARLESTON AVE S, Fort Meade, FL 33841

<http://www.lawallstarlions.com/>

Demographics

Principal: Alexander Mcluckey

Start Date for this Principal: 7/18/2019

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 (51%) 2017-18: D (40%) 2016-17: C (44%) 2015-16: C (42%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 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.

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

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	64%

School Grades History

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

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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.

One Focus... Success for All

Provide the school's vision statement.

Lewis Anna Woodbury Elementary prepares students with the academic skills, and character traits necessary to perform on or above grade level and be prepared for success in college, career, and as productive citizens.

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
Wise, Alex	Principal	
Belcher, Leslie	School Counselor	
Barber, Crystal	Teacher, K-12	
Gargus, Amy	Teacher, ESE	
Wilkin, Beth	Assistant Principal	
Thomas, Julie	Assistant Principal	
Hatton, Stella	Instructional Coach	
Perez, Emelia	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		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

Thursday 7/18/2019

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	13	11	11	15	12	12	0	0	0	0	0	0	0	74
One or more suspensions	0	5	2	17	12	12	0	0	0	0	0	0	0	48
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	39	41	51	0	0	0	0	0	0	0	131

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	2	4	13	9	0	0	0	0	0	0	0	28

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	13	11	11	15	12	12	0	0	0	0	0	0	0	74
One or more suspensions	0	5	2	17	12	12	0	0	0	0	0	0	0	48
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	39	41	51	0	0	0	0	0	0	0	131

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	2	4	13	9	0	0	0	0	0	0	0	28

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	45%	51%	57%	38%	51%	55%
ELA Learning Gains	49%	51%	58%	46%	53%	57%
ELA Lowest 25th Percentile	55%	49%	53%	40%	50%	52%
Math Achievement	52%	57%	63%	50%	58%	61%
Math Learning Gains	59%	56%	62%	46%	57%	61%
Math Lowest 25th Percentile	56%	47%	51%	45%	49%	51%
Science Achievement	38%	47%	53%	43%	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 (13)	0 (11)	0 (11)	0 (15)	0 (12)	0 (12)	0 (74)
One or more suspensions	0 (0)	0 (5)	0 (2)	0 (17)	0 (12)	0 (12)	0 (48)
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 (39)	0 (41)	0 (51)	0 (131)

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	48%	52%	-4%	58%	-10%
	2018	42%	51%	-9%	57%	-15%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	42%	48%	-6%	58%	-16%
	2018	36%	48%	-12%	56%	-20%
Same Grade Comparison		6%				
Cohort Comparison		0%				
05	2019	41%	47%	-6%	56%	-15%
	2018	33%	50%	-17%	55%	-22%
Same Grade Comparison		8%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	56%	-16%	62%	-22%
	2018	45%	56%	-11%	62%	-17%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	55%	56%	-1%	64%	-9%
	2018	43%	57%	-14%	62%	-19%
Same Grade Comparison		12%				
Cohort Comparison		10%				
05	2019	53%	51%	2%	60%	-7%
	2018	40%	56%	-16%	61%	-21%
Same Grade Comparison		13%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	45%	-11%	53%	-19%
	2018	40%	51%	-11%	55%	-15%
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	15	30	43	34	61	56	18				
ELL	32	39	56	56	73	76	30				
BLK	43	55	64	44	47	31	26				
HSP	43	45	50	55	69	65	33				
WHT	49	49	60	53	50	56	47				
FRL	41	46	57	49	59	59	29				
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	8	20	29	9	28	20	18				
ELL	24	53	52	26	49	47	23				
BLK	23	21		35	38	46	7				
HSP	37	49	48	38	52	46	40				
WHT	45	32	21	50	41	20	56				
FRL	35	39	38	38	43	38	38				

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	10	37	33	20	41	43	29				
ELL	17	35	41	36	48	56	27				
BLK	41	52		43	50		10				
HSP	29	43	44	44	49	53	43				
WHT	50	48	29	57	36	19	50				
FRL	30	40	40	43	45	47	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	51
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	50
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	36
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	44
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	51
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	52
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	49
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 data component showing the lowest performance was Science achievement. The school decreased 4%age points from the previous year.

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

The data component showing the greatest decline was Science achievement.

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.

Science

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

The data component that showed the greatest improvement was lowest quartile in both Reading and Math

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

Attendance

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

1. Increase proficiency in Reading, Science and Mathematics for students with disabilities and black/ African American students.
2. Increase learning gains in ELA through high student engagement within collaborative structures
3. Maintain learning gains in Mathematics through high student engagement within hands-on tasks
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Engagement in English Language Arts
Rationale	In order to increase proficiency and learning gains in ELA, students must be engaged during instruction as well as reading outside of school.
State the measurable outcome the school plans to achieve	Increase ELA proficiency and learning gains to a combined sum of 100
Person responsible for monitoring outcome	Julie Thomas (julie.thomas@polk-fl.net)
Evidence-based Strategy	LSI Strategies
Rationale for Evidence-based Strategy	LSI is a district initiative. Three administrators attended the LSI conference in June 2019 and will attend 4 LSI trainings throughout the 19-20 school year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continued development towards full intent and depth of the standard 2. Supporting instructional best practices 3. Parental involvement through learning nights and communication 4. Data chats, planning, and consistent review
Person Responsible	Julie Thomas (julie.thomas@polk-fl.net)
#2	
Title	Increase Engagement in Mathematics
Rationale	In order to increase proficiency and learning gains in Mathematics, students must be engaged during instruction as well as build solid foundation through fact fluency.
State the measurable outcome the school plans to achieve	Increase Mathematics proficiency and learning gains to a combined sum of 125
Person responsible for monitoring outcome	Beth Wilkin (beth.wilkin@polk-fl.net)
Evidence-based Strategy	LSI Strategies
Rationale for Evidence-based Strategy	LSI is a district initiative. Three administrators attended the LSI conference in June 2019 and will attend 4 LSI trainings throughout the 19-20 school year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continued development towards full intent and depth of the standard 2. Supporting instructional best practices 3. Parental involvement through learning nights and communication 4. Data chats, planning, and consistent review
Person Responsible	Beth Wilkin (beth.wilkin@polk-fl.net)

#3	
Title	Increase Academic Success for Students with Disabilities
Rationale	In order to increase proficiency and maintain learning gains in SWD subgroup, students must be immersed with peers of all achievement levels and receive grade-level instruction with support, while remaining engaged during the instruction.
State the measurable outcome the school plans to achieve	Increase ELA and Mathematics lowest quartile learning gains to a combined sum of 125
Person responsible for monitoring outcome	Amy Gargus (amy.gargus@polk-fl.net)
Evidence-based Strategy	Inclusion/Co-Teach model LSI Strategies
Rationale for Evidence-based Strategy	LSI is a district initiative. Three administrators attended the LSI conference in June 2019 and will attend 4 LSI trainings throughout the 19-20 school year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continued development towards full intent and depth of the standard 2. Supporting instructional best practices 3. Parental involvement through learning nights and communication 4. Data chats, planning, and consistent review
Person Responsible	[no one identified]

#4	
Title	Increase Proficiency in Science
Rationale	In order to increase proficiency in Science, teachers will plan for standards based instruction which includes hands-on activities/labs. Administration along with district Science coach will ensure that tasks are rigorous and meet the full intent of the standard. They will also ensure plans are implemented in the classroom with fidelity.

State the measurable outcome the school plans to achieve	Increase Science proficiency to 45.
Person responsible for monitoring outcome	Alex Wise (alex.wise@polk-fl.net)
Evidence-based Strategy	5E Lessons LSI strategies
Rationale for Evidence-based Strategy	LSI is a district initiative. Three administrators attended the LSI conference in June 2019 and will attend 4 LSI trainings throughout the 19-20 school year.

Action Step	
Description	<ol style="list-style-type: none"> 1. Continued development towards full intent and depth of the standard 2. Supporting instructional best practices 3. Parental involvement through learning nights and communication 4. Data chats, planning, and consistent review
Person Responsible	Alex Wise (alex.wise@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.

Lewis Anna Woodbury plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission and support the needs of students through various and multi

avenues. For example, social media posts through the District's Instagram page and Facebook keep parents and community informed about events and what is happening at our school. Incentives are provided to promote attendance of school related functions such as Open House and Reading/Math/Science Nights.

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.

Lewis Anna Woodbury has two Head Start classes. Pre-K teachers are invited to all professional development and training offered by the school. Local Pre-K programs are invited to observe classrooms and come for orientation walk-throughs with their students each spring. Our Pre-K teachers and our neighboring teachers at the Child Development Center and East Area Migrant Center coordinate with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of language arts and math. Pre-K students are also taught school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten.

New Kindergarten students can enroll beginning in April and all summer long, and the school secretary sets up several night enrollment dates in the spring to accommodate working parents. Kindergarten students are assessed at the beginning of each school year using the FLKRS assessment tool. The disaggregated data from the FLKRS assessment helps the kindergarten teachers determine students' acquisition of specific skills and knowledge. Based on results and teacher observation, teacher, and parents meet with MTSS team to discuss possible supports for students. The progress of all students at Lewis Anna Woodbury is continuously monitored to ensure that the needs of every student is being met.

Additionally, Lewis Anna Woodbury School provides Tier one, two and three supports for both academic and social-emotional learning. The programs in place for the 2019-2020 school year include CHAMPS, PBS, Sanford Harmony, Mentoring Programs, and DrumBeats.

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

The School Based Leadership Team (SBLT) and the Academic Leadership Team (ALT) each meet twice a month to review student data and plan for learning. Students who are not showing progress are referred to the MTSS team. The team studies data to identify students who are meeting/exceeding benchmarks or at moderate risk or high risk for not meeting benchmarks. MTSS team members meet weekly with selected classroom teachers and family members through Response to Intervention (RtI) meetings to provide Tier 2 and Tier 3 assistance with struggling students.

The MTSS and SBLT Teams help to write, monitor and revise the SIP throughout the school year based on data collection.

Title I, Part A:

Funds school-wide services for LAW Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides before and after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant:

Migrant students enrolled in LAW Elementary are assisted by the school and by the District Migrant Education Program (MEP). Two migrant paraprofessionals, housed on each campus, provide small group assistance to migrant students during their daily instruction. Funding is provided for after school

tutoring, including Pre-K migrant students not enrolled in a Pre-K program. Students are prioritized by the MEP for supplemental services based on need and migrant status. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

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.

In order to advance college and career awareness we will post a graduation date for each grade level outside of their classroom, participate in the Great American Teach-In, hold a College and Career Day, and the Polk State College Scholarship Program

Q4

Nutrition Programs:

Lewis Anna Woodbury Elementary is a school with Community Eligibility Option Free Meals to all Students. It is also frequently a location for a summer feeding program for the community.

Head Start:

Two Head Start classes are located on our campus. Resources are provided to the program to assist in the transition of students from Pre-K to Kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and the children benefit from weekly story time in the Media Center. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Title IX- Homeless:

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides 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:

Title IV provides violence and drug prevention programs in schools 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.

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: Increase Engagement in English Language Arts	\$0.00
2	III.A.	Areas of Focus: Increase Engagement in Mathematics	\$0.00
3	III.A.	Areas of Focus: Increase Academic Success for Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: Increase Proficiency in Science	\$0.00

	Total: \$0.00
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