Downtown Doral Charter Elementary School

2019-20 Schoolwide Improvement Plan

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Downtown Doral Charter Elementary School

8390 NW 53RD ST, Doral, FL 33166

www.ddces.org

Demographics

Principal: Stefanie Ayo

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (77%) 2017-18: A (74%) 2016-17: A (79%) 2015-16: A (85%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

N/A

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 KG-5	No	34%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

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

School Board Approval

N/A

SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Downtown Doral Charter Elementary School's mission is to provide our students with a comprehensive dual curriculum and bicultural/bilingual education through language acquisition and innovative programs, facilitated by a highly qualified staff promoting students' academic excellence creating future world leaders.

Provide the school's vision statement.

The vision of Downtown Doral Charter Elementary School is Innovative Leaders Nurturing Passionate Global Leaders.

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
Acevedo-Isenberg, Jeannette	Other	The Head of Schools provides a common vision and plan for the use of data-driven decision making and strategic planning.
Aguila, Joyce	Principal	Works alongside the Head of Schools in providing a common vision and plan for the use of data-driven decision making, and strategic planning. The principal provides professional development and resources to support the dual language program and instructional programs.
Mathwich, Nakary	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Laks, Ana	Instructional Coach	Provides guidance and expertise in the delivery of the Portuguese language program and language standards.
Campos, Virginia	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Ayo, Stefanie	Assistant Principal	Facilitates the effective implementation of the goals and objectives delineated by the principal. She ensures that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff. Collaborates with RtI team in making data-driven decisions, supports the development and implementation of RtI, and words with students in the collaborative model.
Llera, Karla	Instructional Coach	Provides guidance and expertise with creating STEAM lessons and activities implemented in the classroom.
Monteagudo, Ileana	Instructional Coach	Provides guidance and expertise in the delivery of the Spanish language program and language standards.
Castro, Jacqueline	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Viera, Alexandra	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.

Name	Title	Job Duties and Responsibilities
Urdaneta, Dianora	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Smith, Ashley	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Valmana, Paloma	Instructional Coach	Reading Coach: Provides ELA support for teachers.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	7	4	7	2	0	1	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	3	4	3	1	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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

Date this data was collected or last updated

Monday 8/19/2019

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	3	2	3	1	3	2	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	7	3	2	4	1	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	1	1	0	4	6	10	0	0	0	0	0	0	0	22

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	1	4	0	11	4	0	0	0	0	0	0	0	20

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	3	2	3	1	3	2	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	7	3	2	4	1	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	1	1	0	4	6	10	0	0	0	0	0	0	0	22

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	1	4	0	11	4	0	0	0	0	0	0	0	20

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	90%	62%	57%	87%	57%	55%
ELA Learning Gains	70%	62%	58%	72%	61%	57%
ELA Lowest 25th Percentile	71%	58%	53%	76%	58%	52%
Math Achievement	89%	69%	63%	87%	66%	61%
Math Learning Gains	74%	66%	62%	80%	65%	61%
Math Lowest 25th Percentile	67%	55%	51%	73%	57%	51%
Science Achievement	75%	55%	53%	0%	52%	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	7 (3)	4 (2)	7 (3)	2 (1)	0 (3)	1 (2)	21 (14)
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 (7)	3 (3)	4 (2)	3 (4)	1 (1)	11 (17)
Level 1 on statewide assessment	0 (1)	0 (1)	0 (0)	0 (4)	0 (6)	0 (10)	0 (22)

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	88%	60%	28%	58%	30%
	2018	83%	61%	22%	57%	26%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	92%	64%	28%	58%	34%
	2018	90%	60%	30%	56%	34%
Same Grade Comparison		2%				
Cohort Comparison		9%				
05	2019	84%	60%	24%	56%	28%
	2018	83%	59%	24%	55%	28%
Same Grade Comparison		1%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	87%	67%	20%	62%	25%
	2018	92%	67%	25%	62%	30%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	94%	69%	25%	64%	30%
	2018	89%	68%	21%	62%	27%
Same Grade Comparison		5%				
Cohort Comparison		2%				
05	2019	81%	65%	16%	60%	21%
	2018	82%	66%	16%	61%	21%
Same Grade Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	73%	53%	20%	53%	20%
	2018	71%	56%	15%	55%	16%
Same Grade Comparison		2%				
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	58			75							
ELL	85	70	74	88	71	67	73				
HSP	89	69	70	88	73	66	74				
WHT	95	86		100	100						
FRL	86	71	72	85	64	70	63				
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	80										
ELL	79	76	68	85	83	70	59				
HSP	86	74	69	88	71	59	72				
WHT	100	91		94	80						
FRL	85	76	63	89	67	48	69				
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
ELL	78	77	69	79	71	69					
HSP	86	71	74	87	81	71					
WHT	92			83							
FRL	86	63		81	79						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	76
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
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	90
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	73
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 which performed the lowest was the ELA learning gains of the lowest 25%, which was a 71% and our Math learning gains of the lowest 25% which was a 67%.

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 from the prior year was the ELA learning gains in reading, decreasing from 75% to 70%.

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 data component with the biggest gap when compared to the state average was ELA Achievement,

with a 33% difference, with Downtown Doral Charter Elementary School scoring 90% and the state averaging 57% in proficiency.

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

The data component showing the most improvement was the 4th grade learning gains in ELA and in Mathematics, with 86% of students in 4th grade showing learning gains in ELA and 82% of students in

4th grade showing learning gains in Mathematics.

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

Reflecting on the EWS data from Part 1, one potential area of concern is the attendance rate in kindergarten, with seven being absent eighteen or more times during the 2018-2019 school year.

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

1. Learning gains will increase, especially in the lowest 25%.
2. Promoting growth mindset with the DDCES students and staff.
3. Providing opportunities for professional development for the teachers and faculty as a whole.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student Engagement
Rationale	The Climate Survey showed that 24% of the students did not feel their classes were fun and interesting. As a result, professional development, specifically teacher observations, would allow the teachers to know how to use various resources to engage their students.
State the measurable outcome the school plans to achieve	The teachers will observe strategies, best practices, and tools used by colleagues to engage their students in the lessons taught. These strategies, best practices, and tools observed will then be applied in the observing teacher's classroom.
Person responsible for monitoring outcome	Paloma Valmana (pvalmana@dadeschools.net)
Evidence-based Strategy	The evidence-based strategy will be Teacher-Teacher observations.
Rationale for Evidence-based Strategy	When teachers have the opportunity to observe one another, they are able to reflect one's work and how to improve it. For example, teachers are able to improve classroom practices, feel more comfortable being observed by a colleague and feel great satisfaction with one's work. The following article was used for the evidence-based strategy: https://www.educationworld.com/a_admin/admin/admin297.shtml
Action Step	
Description	1. Administration will observe teachers. 2. Administration will provide feedback. 3. Teacher-teacher observations will be conducted. 4. Administration will conduct observations again. 5. Professional developments will be offered.
Person Responsible	Joyce Aguila (joyceaguila@dadeschools.net)

#2	
Title	Individualized Instruction
Rationale	After analyzing the 2018-2019 data, the learning gains in the lowest 25% was only 70% in ELA and 67% in Math. As a result, these areas are considered the areas of growth for DDCES.

State the measurable outcome the school plans to achieve	The intended outcome is to show improvement in the learning gains category. Therefore, an increase in I-READY diagnostic scores will show an increase of learning gains of the lowest 25%, as well.
Person responsible for monitoring outcome	Stefanie Ayo (svergara@dadeschools.net)
Evidence-based Strategy	Individualized instruction.
Rationale for Evidence-based Strategy	Individualized instruction increases student achievement. For instance, assignments are on student's instructional level, assignments are engaging and provide the appropriate support to the student, and data is available to track his or her progress throughout school year. The following article was used for the evidence-based strategy: https://thejournal.com/Articles/2004/02/01/Individualized-Instruction-for-Improved-Student-Achievement--Educations-Holy-Grail.aspx

Action Step	
Description	1. Diagnostic testing in English, Spanish, and Portuguese. 2. Common planning with administration. 3. DI/feedback. 4. Walk throughs. 5. Progress Monitoring.
Person Responsible	Joyce Aguila (joyceaguila@dadeschools.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.

In addition to the PTO, Downtown Doral Charter Elementary School has active parental involvement in the Spanish International Parent Association (SIPA), the Portuguese International Parent Association (PIPA) and Room Parent Associations. DDCES also:
-Organizes an annual Volunteer Orientation Meeting offered during the first month of school followed by quarterly Parent Outreach Sessions at varying times.
-Uses ConnectEd to communicate activities.
-Communicates electronically through weekly publication of "Go Green Communicator" including upcoming events, activities, and deadlines.
-Teachers communicate with parents regularly via class websites, online behavioral programs, and email.
-More than 25,000 parental volunteer hours were accumulated thereby earning the school the Golden School Award.
-Parents volunteer in key areas of the school including morning drop off, helping in the cafeteria, and assisting with projects.
-DDCES School App: Through the mobile app, parents and staff members are informed of the most recent announcements.
-Remind 101, Messenger, and Class Dojo are used by teachers to communicate with parents.

PFEP Link

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

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

The school ensures the socio-emotional needs of all students in various ways. Our school counselor conducts small and large group sessions dealing with topics such as friendships, families, and bullying. Downtown Doral Charter Elementary School has a school psychologist to assist in the social-emotional needs of students and to serve as an expert in determining the best way to help the students.The dean of discipline regularly meets with students who are in need of counseling as well as for regular classroom visitations. When problems arise between students, techniques such as conflict mediation or resolution are employed. Finally, all staff members serve as a mentor for all children. The small size of the school allows students to have a face and not be a number; it facilitates the relationship in which all children can identify with an adult in the building who they know and trust.

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

Teachers participate in vertical alignment discussions throughout the school year to ensure academic expectations and transitions throughout the school. Incoming kindergarten students and parents are offered an orientation and tour to assist in the transition to the elementary school program. Throughout the summer, books are chosen to promote discussion for transition into the next school year. Second grade students who were determined to be at-risk based on their SAT-10 scores, were recommended for MDCPS summer school. Students who scored below the 50 percentile on the SAT-10 or who scored a Level 1 or 2 on the FSA were strongly encouraged to complete extra i-Ready lessons throughout the summer.

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 Leadership Team meets monthly to develop an RtI schedule, review data, and monitor student progress in order to identify students meeting or exceeding expectations and/or students at moderate to high risk, identifying Tier 1, 2, and 3 students, and to determine professional development needs, appropriate materials and resources. The team also collaborates regularly to review research-based literature and programs and share best practices.

The Leadership Team will analyze progress-monitoring data on a monthly basis. As student data is collected and analyzed, the data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and interventions, thereby allowing for targeted professional development (including site-based modeling and coaching).

The school will compile progress-monitoring data on a monthly basis and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring will be used to measure effectiveness of the instruction. This continuous progress monitoring will help to identify gaps in achievement. At the end of the year, decisions as to efficacy of instructional programs will be based on student data.

The inventory of resources is maintained on spreadsheets specifying the amount located in each classroom.

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: Student Engagement**	$0.00
2	III.A.	**Areas of Focus: Individualized Instruction**	$0.00
		Total:	**$0.00**