Edward A. Upthegrove Elementary

2019-20 Schoolwide Improvement Plan

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Edward A. Upthegrove Elementary

280 N MAIN ST, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=8&sc_id=1171294169

Demographics

Principal: Karra Rivas   Start Date for this Principal: 7/1/2017

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* Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (49%) 2016-17: C (47%) 2015-16: C (46%) 2014-15: C (53%)
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 Hendry 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	65%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Upthegrove Elementary School is to develop self-sufficient, productive individuals by providing a student-focused comprehensive curriculum that is supported by a safe and orderly environment, an effective use of human resources, community involvement, quality facilities and materials, visionary leadership and sound management.

Provide the school's vision statement.

The staff and faculty of Upthegrove Elementary School will provide a wide range of learning opportunities for all students, staff and faculty. Class sizes will be maintained per state and local guidelines. Quality education will be on the cutting edge and current to state guidelines. All students will be expected to achieve their fullest potential by attending and participating to their best ability. Parents and community will be expected to be involved with the school. All available resources will be used to accomplish these goals, including county, school, community and other state agencies.

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
Talada, Richard	Principal	
Rivas, Karra	Assistant Principal	
Mayo, Kerry	Teacher, K-12	Mrs. Mayo teaches students in grades K-5 that have been identified as ELL students and supports them with language acquisition skills and comprehension/ fluency, phonics and phonemic awareness skills as needed. Mrs. Mayo is the lead for our Schoolwide Intervention program in Reading as well.

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	68	96	86	73	91	87	0	0	0	0	0	0	0	501
Attendance below 90 percent	13	17	16	10	15	15	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	2	0	3	3	5	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	28	31	26	0	0	0	0	0	0	0	85

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	0	6	11	9	0	0	0	0	0	0	0	27

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
33

Date this data was collected or last updated
Thursday 7/11/2019

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	18	14	13	14	14	10	0	0	0	0	0	0	0	83
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	3	1	3	12	12	8	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	35	24	30	0	0	0	0	0	0	0	89

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	1	0	0	18	14	9	0	0	0	0	0	0	0	42

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	18	14	13	14	14	10	0	0	0	0	0	0	0	83
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	3	1	3	12	12	8	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	35	24	30	0	0	0	0	0	0	0	89

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	1	0	0	18	14	9	0	0	0	0	0	0	0	42

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	50%	50%	57%	48%	44%	55%
ELA Learning Gains	58%	54%	58%	47%	48%	57%
ELA Lowest 25th Percentile	46%	50%	53%	36%	45%	52%
Math Achievement	51%	56%	63%	47%	48%	61%
Math Learning Gains	62%	62%	62%	57%	53%	61%
Math Lowest 25th Percentile	47%	45%	51%	49%	44%	51%
Science Achievement	45%	44%	53%	46%	42%	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	68 (0)	96 (0)	86 (0)	73 (0)	91 (0)	87 (0)	501 (0)
Attendance below 90 percent	13 (18)	17 (14)	16 (13)	10 (14)	15 (14)	15 (10)	86 (83)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	0 (2)	3 (2)
Course failure in ELA or Math	0 (3)	2 (1)	0 (3)	3 (12)	3 (12)	5 (8)	13 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (35)	31 (24)	26 (30)	85 (89)

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	39%	47%	-8%	58%	-19%
	2018	43%	44%	-1%	57%	-14%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	47%	48%	-1%	58%	-11%
	2018	48%	47%	1%	56%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		4%				
05	2019	55%	47%	8%	56%	-1%
	2018	44%	45%	-1%	55%	-11%
Same Grade Comparison		11%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	52%	-6%	62%	-16%
	2018	40%	48%	-8%	62%	-22%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	54%	57%	-3%	64%	-10%
	2018	57%	54%	3%	62%	-5%
Same Grade Comparison		-3%				
Cohort Comparison		14%				
05	2019	48%	53%	-5%	60%	-12%
	2018	49%	54%	-5%	61%	-12%
Same Grade Comparison		-1%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	41%	3%	53%	-9%
	2018	46%	43%	3%	55%	-9%
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	30	24	18	26	28						
ELL	35	60	50	49	64	47	36				
HSP	47	61	56	51	65	50	37				
WHT	55	53		50	56		59				
FRL	49	60	50	48	61	52	41				

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	19	13		27	38						
ELL	28	44	33	40	59	46	14				
HSP	44	50	45	50	58	54	47				
WHT	50	48		52	61	55	55				
FRL	44	50	42	48	57	55	45				
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	23	27	14	20	38	38	33				
ELL	30	36	20	35	57	50	20				
HSP	46	48	36	48	58	50	43				
WHT	56	51	40	47	55		62				
FRL	44	45	36	41	57	42	39				

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	53
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	66
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	51
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	54
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	55
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	54
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.

Science was the lowest performance category with 45% of students scoring proficient (Levels 3, 4, or 5.)

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

Math Learning Gains for the Bottom Quartile went down by 7%. Science went down by 3%.

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 Achievement overall had a 12% gap between the school average and the state average. One contributing factor was the delay of the Math adoption. There was very little focus on Math as an area of focus in the 2018-19 school year.

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

Overall Achievement in ELA increased 5% and the Bottom Quartile Gains in ELA increased 5% while the overall Learning Gains in ELA increased by 9%. We implemented schoolwide Intervention for all students using Phonics for Reading, Leveled Literary Intervention by Fountas and Pinnell and a strong implementation of Expeditionary Learning Curriculum in grades 2 - 5 for the 2018-19 school year.

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

The number of students scoring Level I in FSA in at least one subject is an area of concern. Another area of concern is the high number of students with greater than 10% absenteeism.

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

1. Science Performance
2. Math Performance and Math Gains.
3. Decrease in the number of students scoring Level 1 on FSA
4. Decrease in the number of students with less than 90% attendance.
5. Continuation of improvement in ELA Performance and Gains.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Continued and Increased Improvement in ELA
Rationale	There was a 4% gain in students scoring at levels 3, 4, and 5 in 4th grade from their scores the previous year and a 7% gain in students scoring at levels 3, 4, and 5 in 5th grade from their scores the previous year. We want to ensure that we continue to see this growth from year to year in ELA.
State the measurable outcome the school plans to achieve	We would like to see an increase from 50% to 55% of students scoring Levels 3, 4, and 5 for the 2020 assessment. We would also like to see an increase from 28% to 33% of our SWD proficient in ELA for the 2020 assessment.
Person responsible for monitoring outcome	Richard Talada (taladar@hendry-schools.net)
Evidence-based Strategy	Small Group Instruction in Reading focused on Area of Need. Students who are more than 1 year below level will work to close their learning gaps in phonics and phonemic awareness first then comprehension. Students who are less than 1 year below level will focus primarily on comprehension, fluency and vocabulary development through the Leveled Literacy Intervention program by Fountas and Pinnell. Students that are on-level and above will continue to practice their Reading through Accelerated Reader and will work to improve their vocabulary and comprehension through a variety of activities identified by the classroom teacher. Students will have a 30 minute time daily of small group instruction. Students in grades K-2 will utilize the Reading Horizons curriculum for Phonics Instruction daily and to help with the acquisition of Foundational Reading Skills.
Rationale for Evidence-based Strategy	Students that are working well below level must close their gaps in order to achieve at the expected grade level or performance. Therefore, students will be identified using IReady and STAR Reading assessments and provided intervention if necessary.
Action Step	
Description	1. Provide intensive fluency and comprehension or phonics/phonemic awareness groups for all grade levels based on individual data from IReady and STAR. 2. Students in Grades K-2 will use Reading Horizons for their Reading Skills Lessons daily. 3. IXL will be used to supplement Reading Instruction for all students in grades 1-5. 4. Students in grade 3 and 5 will use the IReady LAFS Instruction books for Comprehension, Fluency and Vocabulary Development. 5. Supplemental materials in ELA will be utilized to help close the gaps in learning for all students.
Person Responsible	Richard Talada (taladar@hendry-schools.net)

#2	
Title	Decrease the number of students with less than 90% attendance rate
Rationale	In order for students to learn, they must be at school.
State the measurable outcome the school plans to achieve	We would like to decrease the number of students with less than 90% attendance rate to 75 students.
Person responsible for monitoring outcome	Richard Talada (taladar@hendry-schools.net)
Evidence-based Strategy	Monitoring daily attendance and making phone calls to targeted students. Monitoring daily attendance and rewarding perfect attendance by the week for targeted students. Monitoring weekly attendance and rewarding improved attendance quarterly.
Rationale for Evidence-based Strategy	Our data indicates that 86 students (17%) of the student population are absent 10% or more of the time and research indicates that they have a significantly increased risk of not graduating if this continues to occur.
Action Step	
Description	1. Daily monitor targeted student attendance and make phone calls to parents regarding the attendance. 2. Monitory daily attendance and reward targeted students with an Eagle Earning for perfect attendance each week. 3. Monitor weekly attendance and reward improved attendance each quarter. 4. 5.
Person Responsible	Richard Talada (taladar@hendry-schools.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).

1) Science Performance - All students will participate in a Science FAIR annually. 5th grade students will produce individual projects for this event. 4th and 5th grade students will participate in PENDA Learning for Science and will be expected to have 30 minutes of usage weekly and a minimum of 2 objectives mastered each week. Every grade level will used Science Spin and 4th grade students will use Super Science as well to inspire interest in Science with all students.

2) Math Performance - All students will participate in the new Math Curriculum Pearson Envision Math. Students in grades 3 - 5 will participate in STAR Math assessments Quarterly to monitor student performance outcomes and identify individual needs. Students in 4th and 5th grades will use Accelerated Math to focus on improved performance of grade level objectives.

3) School Safety - In order to improve communication with parents and make the student dismissal procedure more safe, we will implement Pikmykid which will allow parents to communicate with the school about dismissal requests and also communicate with the teacher about their child through an app on their phone.

4) Increasing Technology - In order to update the interactive white boards that are no longer user friendly

with the updated computers, we will begin to purchase Promethean Interactive Boards for classroom use.

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.

At Upthegrove Elementary School, we will have a number of events scheduled throughout the year to include parents, families and other community stakeholders in the school's mission and to support the needs of students. Some of those activities are: 1) Quarterly Parent/Teacher conferences scheduled from 4:30 - 6:00 p.m. to meet the need for parents to be able to come after work. 2) Open House/ Spaghetti Dinner that will focus on acclimating families to our school and their child's classroom. 3) Title I Parent Meeting to explain our Title I focus and listen to concerns for improving academic offerings for their children. 4) Family Reading Night where families will be invited to come to school and participate in an event to promote literacy for all students. 5) Science FAIR and STEAM Night where families may come participate in a variety of activities with their children to explore Science, Technology, Engineering, Art, and Math opportunities that are available at Upthegrove Elementary. 6) Implementation of Pikmykid which will improve the safety and security of students on our campus and make the dismissal process much more functional by allowing parents to make changes to their child's dismissal through an app on their phone. We will also utilize this system to communicate with parents as well. The principal and the admin team will utilize the Blackboard Connect callout system to communicate with parents about important reminders and upcoming activities at the school on a regular basis in English and Spanish.

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.

At Upthegrove Elementary, students will be provided the opportunity to explore a number of Social-emotional topics throughout the year through the use of the Ripple Effects curriculum that can be accessed by students on their individual chromebooks. Students will explore a minimum of 20 topics throughout the year that are selected and presented to the students in a playlist of options to complete in their homeroom class. Students that have more intensive needs will participate in the Rti process and a plan will be created for the individual to address their most intensive SEL needs first and move through a problem solving process to identify other needs that can be addressed with lessons in the Ripple Effects curriculum. Students will also participate in the Monique Burr Foundation curriculum: Child Safety Matters that will be presented by the school guidance counselor. In addition, students with specific counseling needs may utilize services from the school guidance counselor for individual counseling or be referred to the on-site Mental Health specialist for further assistance.

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

UES has two VPK programs and IPK program. Our teachers implement phonemic awareness, alphabet recognition, phonics, concept of print, read alouds, number concepts to 20, fine and gross motor skills,

and learning centers in thier lesson plans. Listening and following directions is also an important component in their lessons.

At UES, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual as well as group needs. Students are assessed based on school readiness, oral language, print/letter awareness, and phonemic awareness.

Screening data will be collected and analyzed by classroom teachers and resource teacher in order to provide targeted instruction based on individual needs. The tools used to collect date include: iReady and STAR Early Literacy. This data is reported through FLKRS as is required by the state.

UES offers a visitation day for headstart and preschool students who will be attending our school. The pre-schoolers receive a tour of the school and are included in the activities within the kindergarten classrooms for that day.

Students going to the middle school have a pre-planned visit prior to the end of the school year to the middle school site. A presentation on what is expected and a tour is given at this time. The Middle school also has an open house prior to the school year starting for all new incoming students. 5th grade ESE students are given a transition packet at their IEP meetings.

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 will assist teachers in the processes of MTSS/PBIS. Professional Development activities relative to the MTSS/PBIS process used in the identification of eligibility for ESE services, and assisting in identifying relevant interventions and demonstrating proper data collection techniques. The team will ensure that the school is providing high quality instruction and interventions that are matched to the needs of the individual student. The team will also ensure the use of learning rate over time and level of performance to make important educational decisions to guide instruction.

Title 1 Part A/Part C - Parent Involvement strategies will be included within SAC and the money attached to our School Advisory Council. Some funding from SAC include money set aside for our Family Reading Night and our Fall Festival. These are not set out to be a fundraiser, but an outreach to get families involved in their child's education. We also provide parents with translators on nights of parent conferences, open house, and travel to school for meetings when necessary.

The Homeless Program helps our students with Backpacks, supplies, etc. Also, Community Organizations have put together a weekly food backpack ministry to help many student (many homeless) on weekends to have food available to them.

Our Title III program assists our school with the transition between the RCMA/VPK programs. We will coordinate with this program through a program called Block Fest which will assist parents and children with the transition from VPK to the public school setting. The Title I Director will coordinate with the VPK Program Directors to set up this event.

UES will use the DARE program and Safety Matters Curriculum to help students make good choices when confronted with drug and alcohol use.

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

Students are provided opportunities in curricular subjects to explore potential careers throughout their K-5 education.

Part V: Budget

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

1	III.A.	Areas of Focus: Continued and Increased Improvement in ELA	$0.00
2	III.A.	Areas of Focus: Decrease the number of students with less than 90% attendance rate	$0.00
		Total:	**$0.00**