Campbell Park Elementary School

2018-19 School Improvement Plan

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Campbell Park Elementary School

1051 7TH AVE S, St Petersburg, FL 33705

http://www.campbell-es.pinellas.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2017-18 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	F	C	F	F*

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

The mission of Campbell Park Elementary is to create a high performing school which produces scholars that are critical thinkers, excellent communicators and globally competitive in an international and technical society.

Provide the school's vision statement

100% student success!

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Young, Kathleen	Principal
Wahl , Amanda	Assistant Principal
Trippett, Kelly	Instructional Coach
Reiss, Cory	Guidance Counselor
Alam, Raihan	Teacher, ESE
Latimore, Kimberly	Instructional Coach
McPherson, Kara	Instructional Coach
Noorbakhsh, Kim	Other
Rankin , Kathleen	Instructional Coach
Madison, Tiffany	Instructional Coach
Vrable, Rene	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Kathleen Young-Parker, Principal
Amanda Wahl, Assistant Principal
Kimberle Noorbakhsh, Administrative Intern
Michelle Early, ELA Coach
Kara McPherson, ELA Coach
Tiffany Madison, ELA Coach
Rene Vrable, Math Coach
Kelly Trippett, Science Coach
Kathleen Rankin, Science Lab Teacher
Raihan Alam, Behavior Specialist
Kimberly Latimore, Behavior Coach

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	36	31	36	32	22	0	0	0	0	0	0	0	157
One or more suspensions	0	4	8	13	30	6	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	0	25	26	27	18	0	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	0	59	52	0	0	0	0	0	0	0	111

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	3	13	8	0	0	0	0	0	0	0	25

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	4	1	1	18	0	0	0	0	0	0	0	0	0	24
Retained Students: Previous Year(s)	0	0	0	13	0	0	0	0	0	0	0	0	0	13

Date this data was collected

Monday 7/2/2018

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	40	50	32	57	19	0	0	0	0	0	0	0	198
One or more suspensions	0	2	9	20	27	11	0	0	0	0	0	0	0	69
Course failure in ELA or Math	0	0	37	44	70	36	0	0	0	0	0	0	0	187
Level 1 on statewide assessment	0	0	0	0	77	54	0	0	0	0	0	0	0	131

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	10	6	0	0	0	0	0	0	0	18

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	40	50	32	57	19	0	0	0	0	0	0	0	198
One or more suspensions	0	2	9	20	27	11	0	0	0	0	0	0	0	69
Course failure in ELA or Math	0	0	37	44	70	36	0	0	0	0	0	0	0	187
Level 1 on statewide assessment	0	0	0	0	77	54	0	0	0	0	0	0	0	131

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	10	6	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Within the 7 cell our ELA proficiency was the lowest cell with 21%. There is a three year trend of this being our lowest scoring cell. When looking by subgroups in ELA our SWD students have the lowest proficiency with 6% and our next lowest is BLK students with 12% proficiency.

Which data component showed the greatest decline from prior year?

Within the 7 cell our L25 ELA students showed the greatest decline from the prior year with a 36% decrease. When looking by grade level 4th grade math proficiency showed the greatest decline from the prior year with a 13% decrease; HSP students proficiency decreased 50% in math; and L25 BLK students learning gains decreased 47% in math.

Which data component had the biggest gap when compared to the state average?

When compared to the state average, 3rd and 5th grade ELA proficiency shows the biggest gap with 46%.

Which data component showed the most improvement? Is this a trend?

Overall, ELA proficiency showed the most improvement with positive trend over the last 3 years. We are up 10% points in last three years and 3% from last year.

Describe the actions or changes that led to the improvement in this area

A structured additional hour of reading instruction with push-in support by paraprofessionals, co-teachers and coaches was provided with the use of Jan Richardson routines, Comprehension Toolkit, Benchmarks Act Now and LLI. Through SBLT and PLCs student achievement data was monitored and groups were adjusted as data displayed.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	21%	50%	56%	18%	53%	55%
ELA Learning Gains	30%	47%	55%	45%	53%	57%
ELA Lowest 25th Percentile	36%	40%	48%	72%	47%	52%
Math Achievement	31%	61%	62%	32%	62%	61%
Math Learning Gains	37%	56%	59%	58%	61%	61%
Math Lowest 25th Percentile	31%	42%	47%	55%	48%	51%
Science Achievement	25%	57%	55%	23%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	36 (40)	31 (50)	36 (32)	32 (57)	22 (19)	157 (198)
One or more suspensions	0 (0)	4 (2)	8 (9)	13 (20)	30 (27)	6 (11)	61 (69)
Course failure in ELA or Math	0 (0)	0 (0)	25 (37)	26 (44)	27 (70)	18 (36)	96 (187)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	59 (77)	52 (54)	111 (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.

Subgroup Data

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
WHT	29	45		41	60						
BLK	17	27	35	27	33	29	18				
HSP	54			54							
SWD	32	43	63	39	60	47	43				
FRL	21	28	35	29	36	31	25				

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
WHT	55			55							
BLK	13	41	71	26	55	55	17				
HSP	50			80							
SWD	8	43	77	16	52	50					
FRL	16	45	71	31	59	59	22				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Instruction
Rationale	Within the 7 cell our ELA proficiency was the lowest cell with 21%. There is a three year trend of this being our lowest scoring cell. When looking by subgroups our SWD students have the lowest proficiency with 6% and our next lowest is BLK students with 12% proficiency.
Intended Outcome	Increase overall proficiency rate to meet or exceed state proficiency measured by the required Spring 2019 Florida assessment and increase the percentage of students making learning gains to 50% and our L25 by 75%.
Point Person	Tiffany Madison (madisont@pcsb.org)
Action Step	
Description	This year Campbell Park Elementary will be using several new resources to help teachers focus on standards based curriculum. Teachers will receive ongoing professional development and coaching with curriculum. We will continue to implement the research based Marzano tools that are aligned to unpacking the standards to identify critical content. We will have PLCs and Transformation Zone professional development that will focus on reading standards. 1. Professional Development will be provided to teachers by Achievement Network to help them understand the standards. The ELA coaches will continue the work through grade level collaborative planning. Teachers will unpack standards and align instruction accordingly, develop rigorous learning targets on identified key standards. 2. Teachers will ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects across the grade levels as well as the calendar year. 3. ELA teachers will use student data to group students and differentiate instruction. 4. Teachers will help scholars become critical thinkers, write and talk in response to text, read fiction and nonfiction and write and talk around the text. Teachers will use strategies listed in D3 of the Marzano framework. 5. Intervention time will be used to front load standards to scholars who are struggling academically. ESE Resource teachers will implement small group instruction using the inclusion model so that ESE scholars are exposed to grade level standards. Scholars who have mastered the standards will be enriched so that he/she can be challenged during intervention time.

6. I-Ready is an online program that is an adaptive diagnostic that pinpoints scholars' down to the sub-skill
level. Based on research I-ready instruction will aid our scholars in making substantial learning gains
across key subgroups and meet the evidence criteria for ESSA. We will implement this program with
fidelity in order to yield the desired results by every scholar on the 2019 spring FSA in Reading.

7. Achievement Network coaches will help Campbell Park create structures that will advance our priorities
and support strong teaching and learning cycles, including: an instructional leadership team to drive the
work, regular time for teachers to collaboratively plan from standards and analyze data and/ or scholar
work, routines to give teachers high-quality feedback, and time reserved for meaningful leader reflection
and preparation. Building content knowledge through planning and analysis.

8. The SBLT will monitor our L25 scholars Bi-weekly to ensure they are making progress. We will ensure L25
scholars have regular data chats to discuss progress, motivate and celebrate their improvements.

Person Responsible	Tiffany Madison (madisont@pcsb.org)

Plan to Monitor Effectiveness

	The School Based Leadership Team will meet weekly to monitor academic progress of all scholars by using iReady, Bi-weekly assessment data and MAP data. During these weekly meetings the team will focus on Tier II and Tier III scholars. If scholars are not am Collaborative planning during PLC's and administrative walk-throughs will be conducted to ensure pacing of lessons, student engagement and rigorous tasks. 1. Feedback, through iobservation and lesson plans, by administration and the school based leadership team. 2. Review of guided reading plans/notes and fidelity checks. 3. Biweekly assessment data, iReady data, and MAP data will be reviewed during SBLT and PLCs. 4. Professional Development sign ins and teacher DPP practice plan updates. 5. Grade level Bimonthly data chats with administration to show evidence of student progression with state standards.
Description	
Person Responsible	Kim Noorbakhsh (noorbakhshk@pcsb.org)

Activity #2	
Title	Mathematics Instruction
Rationale	This past school year our Mathematics proficiency dropped slightly to 31% and our learning gains and L25 learning gains dropped dramatically by over 20%.
Intended Outcome	Increase overall proficiency rate to meet or exceed state proficiency measured by the required Spring 2019 Florida assessment and increase the percentage of students making learning gains to 50% and our L25 by 75%.
Point Person	Rene Vrable (vrabler@pcsb.org)

Action Step	
Description	This year Campbell Park Elementary will be using several new resources to help teachers focus on standards based teaching. Teachers will receive ongoing professional development and coaching centered around standards based instruction. We will continue to implement research based Marzano tools that are aligned to unpacking the standards to identify critical content. We will have PLCs and Transformation Zone professional development that will focus on math standards. Further action steps are listed below: 1. Teachers will use Eureka Math and ensure scholars have ample time every day to independently problem solve, work through rich mathematical tasks with the use of multiple strategies and manipulatives. 2. Teachers will utilize data to differentiate and scaffold instruction in order to meet the needs of every scholar. 3. Teachers will utilize high yield instructional strategies to develop number sense, flexibility, and fluency alongside growth mindset. 4. Through professional development, teachers build an understanding of the Mathematical Shifts. 5. Through collaborative planning with the academic coach, teachers will review standards so that they will be better equipped at addressing misconceptions in math. 6. Teachers will administer regular bi-weekly formative assessments, aligned to test specs, and utilize this data to strategically differentiate instruction and form intervention groups. 7. Achievement Network coaches will help Campbell Park create structures that will advance our priorities and support strong teaching and learning cycles, including: an instructional leadership team to drive the work, regular time for teachers to collaboratively plan from standards and analyze data and/ or scholar work, routines to give teachers high-quality feedback, and time reserved for meaningful leader reflection and preparation. Building content knowledge through planning and analysis.

8. Use formative assessments to monitor scholar progress between MAP and common assessments. I-
Ready will also be utilized to track scholars' areas of growth and areas that have not been mastered yet.

9. The inclusion model will be used to service ESE scholars. This will allow ESE scholars to be exposed to
grade level work and the ESE teacher can provide scaffolding support in the areas where the scholar
shows academic gaps.

10. Achievement Network coaches will help Campbell Park create structures that will advance our priorities
and support strong teaching and learning cycles, including: an instructional leadership team to drive the
work, regular time for teachers to collaboratively plan from standards and analyze data and/ or scholar
work, routines to give teachers high-quality feedback, and time reserved for meaningful leader reflection
and preparation. Building content knowledge through planning and analysis.

Person Responsible	Rene Vrable (vrabler@pcsb.org)

Plan to Monitor Effectiveness

Description	1. Feedback, through iobservation and lesson plans, by administration and the school based leadership team. 2. Review of small group plans/notes. 3. Bi-weekly assessment data, iReady data, and MAP data will be reviewed during SBLT and PLCs. 4. Professional Development sign-ins and teacher DPP practice plan updates. 5. Grade level bi monthly data chats with administration to show evidence of student progression with state standards.
Person Responsible	Kathleen Young (young-parkerk@pcsb.org)

Activity #3	
Title	Positive Behavior Supports
Rationale	This past school year we averaged 310 office calls a month and processed 731 referrals for 158 students (20%) of our students.
Intended Outcome	Reduce the number of office calls, office referrals, in school suspension and out of schools suspensions by 50% based upon the 2017-2018 school year.
Point Person	Raihan Alam (alamr@pcsb.org)

Action Step	
Description	This year Campbell Park Elementary will be using several new resources to help our staff provide a safe, engaging, preventative learning environment that fosters positive and trusting relationships between students, teachers, families and community. Teachers will receive ongoing professional development and coaching with PBIS, Culturally Responsive Teaching, and Teach like a Champion Strategies. We will have PLCs and Transformation Zone professional development that will focus on building student relationships, increasing student social skills and creating a high-structured environment. Further action steps are listed below: 1. Professional development will be provided for staff to learn techniques on keeping their classroom engaging, reaching scholars who display defiant behavior and is unresponsive to adults. Staff will be taught proactive intervention strategies to increase scholar success, self-respect and the ability to resolve conflicts. 2. Teachers will implement school-wide PBIS system, which utilizes a classroom earn only point system, monthly celebrations, morning meetings, restorative circles, and Second Step curriculum. 3. SBLT will meet bi-monthly to review tier 2 and tier 3 student behavior data. 4. Learning Sciences International (LSI) will provide targeted onsite professional development supporting teachers and maximizing conditions for learning. 5. Restorative Practices will be used to strengthen relationships between the teacher and scholar and their families. 6. Scholars will be taught how to use restorative practice to repair harm done by another scholar.
Person Responsible	Amanda Wahl (wahlam@pcsb.org)

Plan to Monitor Effectiveness	
Description	1. Through walk-throughs, administration and coaches will note observable use of point system, direct instruction with scholars on Guidelines for Success and school rules, and STOIC data

points.
2. SBLT/PLC minutes and sign-in sheets noting ODRs, Office Calls, and suspension data.

Person Responsible   Kathleen Young (young-parkerk@pcsb.org)

Activity #4	
Title	Community School
Rationale	
Intended Outcome	Student achievement will increase through use of a Community School Model. Through this model Campbell Park Elementary will improved conditions for student learning, be a family and community change agent, build trusting relationships, have collaborative decision making and meet the needs of the whole child.
Point Person	Jodi Mattingly (mattinglyj@pcsb.org)
Action Step	
Description	Campbell Park Elementary will take the following actions steps: 1. Continue to build and strengthen community partnerships. 2. Authentic family and community activities will be designed based on input from all stakeholders and equity in decision making with a focus on student achievement and a deep understanding of roles as change agents to maximize community outcomes. 3. School and district leadership, families and community partners will consistently engage in problem- solving and strategic planning through the use of a continuous improvement model to improve the conditions for learning and increase the academic achievement of all learners. 4. Extensive wrap around programs, services and supports will be planned and provided to meet the holistic needs of the staff, students, families, and community. 5. Community school staff will ensure that there is access to integrated services and supports to meet the physical, social and emotional needs of students that focus on prevention/treatment and policies and procedures are in place to protect student and family confidentiality. 6. Learning will continue after the school day has ended through the community school. Scholars will participate and their choice of enrichment clubs and after school tutoring.
Person Responsible	Jodi Mattingly (mattinglyj@pcsb.org)
Plan to Monitor Effectiveness	
Description	Campbell Park Elementary will have oversight from the Title I department and the state will oversee the use of the SIG4 funds. Campbell Park Elementary has also created a Community School Advisory Board which is made up of community members, business partners and parents who will provide guidance to the school. 1. Academic and Behavior progress will be shared with the Community School Advisory Board throughout

the school year.
2. Sign-In sheets will be used for family engagement activities and parent surveys.
3. Academic and Engagement data will be monitored through the Title I audit box.

Person Responsible   Jodi Mattingly (mattinglyj@pcsb.org)

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 Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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

Campbell Park Elementary, a community school, have partnered with numerous local businesses/ organizations to assist with supporting our students and families. The administration and its leadership team have met with stakeholders in the organizations to ensure the community has opportunities to volunteer. We have numerous volunteers from several local businesses and organizations that are donating their time for a variety of services to our staff and students.

Our goal is to continue to increase and strengthen parental involvement at all levels. We will continue to work with our community partners through our Family Liaison and Family After School Coordinator to strengthen relationships with our families and community. We have a strong school partner in the United Way that supports many initiatives such as the walking school bus program.

We will hold monthly family/parent nights to build strong positive relationships. The purpose of these nights will help to inform parents about their child's academic progress and strengthen relationships between the home and school.

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

Campbell Park Elementary will be using Second Step curriculum every morning as part of their morning meeting. The lessons are a means for delivering social emotional learning (SEL) skills. Referrals and behavioral incidents are the means by which we monitor the effectiveness of SEL. The Student Services team will continue to provide individual and small group counseling to students identified through school data as needing extra support in social-emotional needs. Any student needing further assistance will have access to a Student Services representative in crisis situations. In addition to our student service team members Campbell Park also has a mental health counselor which is provided through a partnership with Suncoast.

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

We have four classrooms of Pre-Kindergarten education. The Pre-K teachers meet regularly and attend Kindergarten professional development in order to better meet the needs of their students. Students in

our VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

In Pinellas County schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction.

We also offer an opportunity for our fifth graders to experience middle school life. Each middle school hosts a discovery night which is advertised to parents and students. The guidance counselor from our feeder school is invited to speak to students to share points about middle school scheduling and activities. Students also participate in a "mock" middle school at the end of the year where they practice transitioning to different classes.

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 principal will be responsible for managing and coordinating the efforts between all school teams as well as reviewing and revising core instruction at all grade levels. The academic coaches will work closely with our student services team to ensure that students are making academic and behavioral progress.

Our SIP focuses on key elements in which our school was deficient for the 2017-2018 school year. A focus on increasing standards based instruction in reading, writing, math and science has been determined as our focus for this school year. With regards to how federal, state and local funds have been allocated to support the needs of our four core areas. The majority of our federal funds are allocated to hire Highly Qualified Instructional Coaches, a Behavior Coach and Tech Tech.

Our extended day funds are being allocated to focus on math and reading instruction. We are using these funds to hire additional support after school to work on instructional strategies for identified students.

Title I, Part A
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor

expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D
The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II
Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III
Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless
The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)
SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs
Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start
Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

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

Part V: Budget

Total:	$399,100.00