

Brevard Public Schools

Christa Mcauliffe Elementary School



2019-20 School Improvement Plan

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Christa Mcauliffe Elementary School

155 DEL MUNDO ST NW, Palm Bay, FL 32907

<http://www.mcauliffe.brevard.k12.fl.us>

Demographics

Principal: Victoria Finsted A

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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)	71%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A
* 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 Brevard 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Empower students by challenging them to achieve their personal best each day.

Provide the school's vision statement

To attain excellence by encouraging responsible, independent lifelong learners.

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
Finsted, Victoria	Principal	Instructional Leadership Team: As a member of the leadership team, I work with my team to collaboratively plan to ensure student and staff needs are consistently met. As part of the planning process, we meet weekly to review student achievement data, behavior data, attendance data and to plan for upcoming projects and or initiatives.
Mostowski, Jessica	Teacher, K-12	As a member of the leadership team, I work closely with the team to monitor student data, identify areas of weaknesses and strengths, and plan for ways to provide both teachers and students with instructional support. I provide reading and math instructional support and interventions for grades 4-6. I create and monitor schedules of Title I instructional assistants to provide needed support to our teachers and students. To engage all stakeholders, I plan and coordinate Title I parent involvement events, act as SAC Chair, and collect and analyze feedback and survey results.
Braun, Michelle	Assistant Principal	Instructional Leadership Team: As a member of the leadership team, I work with my team to collaboratively plan to ensure student and staff needs are consistently met. As part of the planning process, we meet weekly to review student achievement data, behavior data, attendance data and to plan for upcoming projects and or initiatives.
Scott, Tera	Instructional Coach	Instructional Leadership Team: As a member of the leadership team, I work with my team to collaboratively plan to ensure student and staff needs are consistently met. As part of the planning process, we meet weekly to review student achievement data, behavior data, attendance data and to plan for upcoming projects and or initiatives. Additionally I work closely with the teachers to develop and implement reading plans that are prepared to support student learning. I help teachers to use data to inform instruction, and to navigate through the multi-tiered systems of support at our school.

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	86	94	99	98	111	94	120	0	0	0	0	0	0	702
Attendance below 90 percent	8	8	9	7	9	7	6	0	0	0	0	0	0	54
One or more suspensions	0	1	1	2	0	0	0	0	0	0	0	0	0	4
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	2	9	13	19	0	0	0	0	0	0	43
Level 1 on statewide assess (Math)	0	0	0	2	14	11	21	0	0	0	0	0	0	48

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	2	7	11	12	0	0	0	0	0	0	33

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		7	4	2	3	1	5	0	0	0	0	0	0	22
Students retained two or more times		0	0	1	0	0	0	1	0	0	0	0	0	2

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

40

Date this data was collected or last updated

Friday 10/11/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	26	23	22	25	16	29	0	0	0	0	0	0	0	141
One or more suspensions	3	3	4	2	4	1	0	0	0	0	0	0	0	17
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	3	13	22	0	0	0	0	0	0	0	38

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	2	1	2	2	12	18	0	0	0	0	0	0	0	37

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	60%	62%	57%	53%	60%	56%
ELA Learning Gains	62%	60%	58%	45%	54%	55%
ELA Lowest 25th Percentile	54%	57%	53%	38%	46%	48%
Math Achievement	66%	63%	63%	58%	62%	62%
Math Learning Gains	71%	65%	62%	50%	59%	59%
Math Lowest 25th Percentile	57%	53%	51%	38%	49%	47%
Science Achievement	48%	57%	53%	49%	57%	55%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	86 (0)	94 (0)	99 (0)	98 (0)	111 (0)	94 (0)	120 (0)	702 (0)
Attendance below 90 percent	8 ()	8 ()	9 ()	7 ()	9 ()	7 ()	6 ()	54 (0)
One or more suspensions	0 ()	1 (0)	1 (0)	2 (0)	0 (0)	0 (0)	0 (0)	4 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	9 (0)	13 (0)	19 (0)	43 (0)
Level 1 on statewide assess (Math)	0 (0)	0 (0)	0 (0)	2 (0)	14 (0)	11 (0)	21 (0)	48 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	64%	0%	58%	6%
	2018	70%	63%	7%	57%	13%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	69%	61%	8%	58%	11%
	2018	57%	57%	0%	56%	1%
Same Grade Comparison		12%				
Cohort Comparison		-1%				
05	2019	49%	60%	-11%	56%	-7%
	2018	35%	54%	-19%	55%	-20%
Same Grade Comparison		14%				
Cohort Comparison		-8%				
06	2019	54%	60%	-6%	54%	0%
	2018	50%	63%	-13%	52%	-2%
Same Grade Comparison		4%				
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	61%	6%	62%	5%
	2018	69%	62%	7%	62%	7%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	79%	64%	15%	64%	15%
	2018	55%	59%	-4%	62%	-7%
Same Grade Comparison		24%				
Cohort Comparison		10%				
05	2019	54%	60%	-6%	60%	-6%
	2018	43%	58%	-15%	61%	-18%
Same Grade Comparison		11%				
Cohort Comparison		-1%				
06	2019	62%	67%	-5%	55%	7%
	2018	64%	68%	-4%	52%	12%
Same Grade Comparison		-2%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	56%	-11%	53%	-8%
	2018	48%	57%	-9%	55%	-7%
Same Grade Comparison		-3%				
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 2016-17	C & C Accel 2016-17
SWD	32	48	43	46	62	57	24				
ELL	39	52		65	69		18				
BLK	51	56	57	55	69	60	34				
HSP	60	68	50	66	67	33	40				
MUL	74	56		69	72		73				
WHT	63	64	49	68	73	67	57				
FRL	56	59	52	60	68	54	44				

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 2015-16	C & C Accel 2015-16
SWD	20	34	32	34	41	37	13				
ELL	45	65	60	58	56	20					
BLK	43	38	36	53	50	42	41				
HSP	58	43	31	60	50	32	33				
MUL	73	59		63	39						
WHT	54	47	42	58	52	41	57				
FRL	49	43	39	54	47	35	43				

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
OVERALL Federal Index - All Students	60
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	63
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

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%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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

Christa McAuliffe's lowest data component was in fifth grade science achievement. Last year the contributing factors to our decline were lack of hands on-opportunities to support standards based instruction and minimal writing in the content area. For two consecutive years our science has been below the state average and the weakest content area have been both Physical Science and Earth and Space.

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

Science was the only reporting category that had a decline from the 2017-18 school year. Based on further analysis we have identified that the two content areas, Physical Science and Earth and Space together remain to be the lowest performing areas for our students.

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

Christa McAuliffe's science achievement data had the largest gap, which was at 48% compared to the state average of 53%. Factors that contributed to this gap include lack of hands-on opportunities to support standards based instruction and minimal writing in the content area. Additionally the minimal exposure to regularly engaging in non-fiction text attributed to students' inability to comprehend and problem solve.

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

In 2018-19 Christa McAuliffe's ELA and Math learning gains grew over previous years' performance. This can be contributed to the work on standards-aligned instruction and the use of collaborative rigorous planning. Teachers met with the leadership team and the instructional coaches to create nine week action plans that outlined plans for implementing the standards based instruction and intentional interventions to be provided at each grade level to ensure all students' individual needs are addressed.

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

Habitual attendance issues interfere with our students' ability to gain the much needed knowledge necessary to attain grade level standards. Students frequently being absent creates a barrier for teachers to provide optimal learning experiences that support student success.

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

1. Science proficiency
2. ELA proficiency
3. Math proficiency
4. Attendance
5. Student and Parent & Family Engagement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science proficiency
Rationale	48% of our 5th grade students met proficiency on the 5th grade Statewide Science Assessment. Students in grades 3-5 need standards based instruction along with hands on lessons to acquire the knowledge and skills to become proficient with the rigor of the NGSSS.
State the measureable outcome the school plans to achieve	55% of our 5th grade students will meet proficiency on the 5th grade Statewide Science Assessment.
Person responsible for monitoring outcome	Victoria Finsted (finsted.victoria@brevardschools.org)
Evidence-based Strategy	Teachers will collaboratively plan with the Title 1 Science Teacher and Assistant Principal to develop standards based, hands on lessons that are to the rigor of the NGSSS. Tasks and assessments will be formulated, aligned, and closely monitored to determine strengths and weaknesses towards proficiency of all of the strands assessed. Writing in the content area will also foster critical thinking in the students as they engage with the lessons.
Rationale for Evidence-based Strategy	If students are engaged in the 5 E Model of Inquiry both in the homeroom and with the Science Lab teacher, along with science content writing prompts, our proficiency scores will increase. Consistent critical thinking opportunities will engage students with the content area and require them to actively participate with the lesson.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will work with the leadership team and Title 1 Science Teacher to design lessons that are aligned to the standard. 2. Teachers will progress monitor the attainment of specified science standards and provide remedial support to those students evidencing a need for further development of understanding. 3. Students will be provided the opportunity to attend after school science support classes. 4. Students will utilize the Science Program, Stemsopes and supplemental materials to receive online instructional support of the science standards. 5. Students will receive weekly support from the Science Teacher during a hands-on science lab time. 6. Learning scales and formative assessments will inform instruction to guide differentiation. 7. Title I funds will provide a science teacher. 8. Teachers will attend the FAST conference. 9. Fund an in school field trip from the Orlando Science Center to reinforce 5th grade standards. 10. Fund professional development opportunities within and beyond school.
Person Responsible	Michelle Braun (braun.michelle@brevardschools.org)

#2	
Title	ELA proficiency
Rationale	While there has been an increase in ELA gains, the overall proficiency level and the LG for the lowest 25% continue to be a focus for improvement.
State the measureable outcome the school plans to achieve	Increase the ELA proficiency from 60% to 70%. ELA learning gains within the lowest 25% will increase from 54% to 65%.
Person responsible for monitoring outcome	Victoria Finsted (finsted.victoria@brevardschools.org)
Evidence-based Strategy	Teachers will collaboratively plan ELA instruction by utilizing BPS FOCUS documents, Brevard-Lead with Literacy Strategies, and Best Practices in Literacy Instruction K-12. Through the use of identifying and utilizing complex text pieces and designing complex tasks, teachers will ensure their students have opportunities to engage with text at or above their level and respond to higher order questions that require them to manipulate the text.
Rationale for Evidence-based Strategy	Students need regular opportunities to engage with complex text and rigorous tasks. Instructional practices need to target and support all learners. Collaborative planning sessions with the the Literacy Coach will serve as a platform for determining the needs as evidenced by achievement data, and methods for supporting instruction for each nine week interval.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will work with the Leadership Team and Literacy Coach to design nine week action plans that are both engaging and standards based. 2. Teachers will work with the Writing Cadre to design writing plans and assessments that follow an agreed upon school-wide writing rubric. Write Score lessons and assessments will be utilized with grades 3-6. 3. Teachers will provide differentiated practice through the use of i-Ready online instruction and i-Ready workbooks. 4. Teachers will provide small group reading support designed around the i-Ready Diagnostic results provided after each school wide assessment. 5. Teachers will use Learning Scales to inform daily instruction and to differentiate lessons. 6. Provide ELA interventions by the interventionist and instructional assistants allocated through Title I. 7. Title I will fund 50% of the Literacy Coach. 8. Purchase Accelerated Reader, Brain Pop, Write Score, Education Galaxy, Myon and IReady in addition to incentives for students attaining predetermined goals. 9. Collaborative planning session will be funded by Title I.
Person Responsible	Tera Scott (scott.tera@brevardschools.org)

#3	
Title	Math proficiency
Rationale	While there has been an increase in Math gains, the overall proficiency level and the LG for the lowest 25% continue to be a focus for improvement.
State the measureable outcome the school plans to achieve	Increase the Math proficiency from 66% to 75% and the lowest 25% LG from 57% to 65%.
Person responsible for monitoring outcome	Victoria Finsted (finsted.victoria@brevardschools.org)
Evidence-based Strategy	Teachers will utilize Best Practices in Math Instruction K-12 when designing lessons to implement in the classroom. Specifically encouraging student discussion, presenting and comparing multiple solutions and when assessing student understanding.
Rationale for Evidence-based Strategy	Presenting and comparing multiple solution strategies in math is key to developing student understanding. Teachers' encouragement for student discussion affords students the opportunity to explore their learning and to express their mathematical reasoning. Best Practices in Math instruction sites the IRIS Center for the research outlining the benefits of presenting math in multiple ways. This best practice significantly increases a child's procedural flexibility, conceptual knowledge, and procedural knowledge.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will collaboratively plan for instruction by designing lessons that are standards-based and incorporate the use of i-Ready instructional workbooks and Envision curriculum. 2. Teachers will utilize the online i-Ready resources to provide individualized support to students based on their need. 3. Progress monitor attainment of standards as evidenced by district assessments and i-Ready diagnostic assessments. 4. Create daily exit slips to inform appropriate next steps for both whole group and intervention opportunities. 5. Utilize Education Galaxy math to assess individual standards on a weekly basis. 6. Provide Math interventions by interventionist and Instructional Assistants. 7. Fund professional development opportunities within and beyond school.
Person Responsible	Michelle Braun (braun.michelle@brevardschools.org)

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)

To ensure quality teaching and learning is modeled in each classroom, we have designed a school wide instructional delivery cycle. The cycle identifies the elements required to

ensure students are afforded quality instruction each day. Each area of the cycle is reliant upon the next.

Area 1: Designing Plans: Teachers will work collaboratively with the Literacy Coach and Leadership Team to design quality lessons plans that are aligned with the grade level standards. During these planning opportunities teachers work alongside their peers and with the inclusion ESE teacher to ensure that all levels of learners will have the necessary supports provided.

Area 2: Implementing Instruction: Teachers will be adhering to a Master Schedule to support Christa McAuliffe's Quality Teaching and Learning Cycle. This Master Schedule outlines specified core instructional times with optimal support at each grade level for differentiated instruction. The basic education teacher and the exceptional education resource teacher will together ensure individual student needs are met through a co-teach model. General education homerooms will be provided with resources to assist with meeting varied level of learners within the classroom setting.

Area 3: Providing Assessments: Both formative and summative assessments will be routinely provided to progress monitor the success students are having with the standards taught. Bi-Weekly MTSS meetings will be attended by the teachers and administration to review the progress made by both individual students and groups of students at the grade level.

Area 4: Review and Reflect and Revise: Careful review of assessments will provide the collaborative grade level teams to identify appropriate interventions and enrichment opportunities needed to support the needs of each learner. Professional dialogue and data analysis will serve as the basis for teachers to ensure that their instructional efforts are meeting the needs of all students.

In addition, we will provide necessary materials and support for all students' social and emotional development to foster a safe learning environment. Christa McAuliffe will increase instructional time for our primary students by reducing off-task behaviors as a result of collaboration with our Certified School Counselor.

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, § 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

Christa McAuliffe builds positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. We involve stakeholders in an organized, ongoing, and timely manner, in the planning, implementation, review and improvement of Title I programs. This includes involvement in the decision making process of how funds for Title I will be used, and with the creation of our SIP and PFEP. This starts with our School Advisory Council (SAC). Our Title I Coordinator promotes

our SAC during events. Our principal talks about SAC in our Title I meeting/open house welcome video. Our SAC committee provides input into the development, implementation, and evaluation of the school's Title I Plan, School Improvement Plan, Comprehensive needs assessment, Title I Parent and Family Engagement Plan (PFEP), and how funds reserved for parental involvement will be used. Members of SAC will serve as liaisons between SAC and other parents. In addition, SAC will use the following information and feedback to evaluate the PFEP: BPS survey results, Title I district survey results, and needs/recommendations gathered at family involvement activities. Strategies to increase family and community engagement in the decision making process include reaching out in a variety of ways. We gather feedback during all parent engagement events and activities. Our Staff and SAC members promote the completion of both BPS surveys, and school made surveys via paper copies and online options. SAC meetings are promoted through the school calendar, website, and in the principal's weekly phone call message to parents. Our Business & Volunteer Coordinator builds relationships with community members and encourages their feedback and input. With the continuous promotion of our SAC meetings, and requests for feedback and input, we consistently strive to build relationships with all stakeholders to best support the needs of our 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

Our certified school counselor pushes in to grades PreK to 2nd to teach character education lessons. Our certified school counselors have daily check-ins, mentor and meet with students who have been identified as having social or emotional issues as needed. certified school counselors provide services needed and refer out for counseling agencies who will serve them. Suicide Risk Inquiry procedures are completed with students when necessary. All teachers were given a kit to teach SEL in the classroom.

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

Christa McAuliffe staff and administration work closely with Middle Schools in both our feeder chain and those with choice programs. Presentations are provided at the school level for all 6th grade students and Parent Informational meetings are advertised and promoted with our 6th grade parents.

Recommendations are made to ensure students are appropriately placed in the Middle School setting.

Guidance department works closely with the Pre K teachers for those students who "roll-up". In addition, each spring, the Kindergarten teachers host Kindergarten Open House for incoming Kindergarten students.

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

Our Data Teams, which include administration, instructional coaches, teachers and school counselors, meet weekly. The focus of our meetings is to analyze student data to determine trends and identify student strengths and weaknesses. The school's Individual Problem Solving Team (IPST), consisting of administration, school psychologist, school counselor, ESE support specialist, instructional coaches, teachers and parents meet weekly to discuss student progress or lack of progress in Tier 2 interventions. The team further determines whether the current intervention is supporting the child's success or whether a more intensive intervention may be needed. IPST works together to identify the best intervention to meet the student's needs. Christa McAuliffe receives federal funding from the Title I program. This funding is used to provide academic support for our students through hiring of human capital including a Literacy Coach, Science Teacher, Math and Reading Teacher, Guidance Counselor, and six instructional assistants. Our ASP program allows us to provide a reading teacher to hold intervention groups during the day. Our Leadership team, which includes administration, reading coach, and Title I teacher meet weekly to discuss student data, monitor student progress, identify strengths and weaknesses, reflect on walk-through and classroom observation data, monitor progress towards our SIP goal, and address any issues that are identified. A Title I Framework is completed to designate allocated resources in areas of need such as intervention programs, personnel, professional development, supplemental teaching and learning materials, and technology.

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

During the month of September, students participate in Career Week. There is a different theme for each day during this week to promote career awareness. Our Guidance team works with community members and business partners to schedule times for them to come present to our students. These volunteers talk to the kids about their occupations, give demonstrations, and answer questions.