

**Brevard Public Schools
School Improvement Plan
2015 – 2016**

Name of School:

Enterprise Elementary School

Area:

North Area

Principal:

Mrs. Jean Bartleson

Area Superintendent:

Dr. Laura Rhinehart

SAC Chairperson:

Jobie Woltman

Superintendent: Dr. Desmond Blackburn

Mission Statement:

Enterprise Elementary's mission is to serve every student with excellence as a standard.

Vision Statement:

The Enterprise community is committed to creating lifelong learners and global citizens in a positive and caring environment.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

The mission and the vision of our school are shared through our website, as well as our weekly newsletter. The school improvement plan has been developed with faculty, staff, and School Advisory Council input. As a faculty, data was analyzed to determine school-wide needs and the objective for this plan. The school improvement plan is available in the front office and the website.

Brevard Public Schools School Improvement Plan 2015-2016

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources:

What are the areas of successful professional practices and what data shows evidence of improvements?
What are the concerns with professional practices and how are they revealed with data?

At Enterprise, our staff works diligently to develop an atmosphere of cooperation and teamwork. Professionally, we know that we do better when we work together. Collaboration and collegiality are two areas that we continually develop. It shows that we are doing this as evidenced below.

According to the 2014 Insight Survey some positive outcomes include:

- 100% of teachers feel this is good place to teach and learn.
- 84% of teachers feel the expectations for effective teaching are clearly defined
- 78% feel that those who deserve leadership positions are likely to get them
- 92% feel that administrators work hard to retain effective teachers.
- 79% feel that they receive regular, positive feedback.
- Anecdotal responses show collaboration among school-based and feeder chain groups was quite effective in learning best practices for effective teaching.

While we continue to cultivate a great place to work/learn and give feedback, we see some areas of need to follow through with feedback and support to develop more effective lesson planning as evidenced with the data below.

According to the 2014 Insight survey, here are some concerns:

- After observation/feedback, only 52% feel that they get the support needed to implement changes
- After observation/feedback, only 64% feel the observer follows up to see how successfully in implementation of feedback is going in the classroom.
- 48% feel that a leader in our school is regularly helping them to improve their lesson plans.

21% of teachers were rated Distinguished in Dimension 1: Instructional Design and Lesson Planning, Element III: Designs ways to monitor learning, designs use of appropriate resources, and designs formative assessments.

What are the areas of successful student achievements and what data shows evidence of improvements?

What are the concerns with student achievements and how are they revealed to the data?

Enterprise has always prided itself on increases in student performance. While the data from the new state testing has not been reported, there is evidence that Enterprise continues to do well in student achievement as evidenced below.

- 2014-2015 FAIR Reading Comprehension from reporting period 1 to 3
 - 3rd grade increased from 39th percentile to 61st percentile
 - 4th grade increased from 36th percentile to 52nd percentile
 - 6th grade increased from 44th percentile to 52nd percentile

There are some areas of concern though.

- The 2014-2015 FAIR Reading Comprehension score shows 5th grade decreased form 41st percentile to 39th percentile
- The 2014 Insight survey results showed a significant concern regarding writing.
 - Only 64% of teachers reported students being asked to write in various styles across all subject areas.
 - This is compared to 81% at the district level

What other areas of strength or opportunity are revealed in data from leading indicators?

32% of students being considered for retention had progress reports that did not show grades that align with below grade level performance and were not marked with an asterisk showing the students were marked below grade level in reading and/or math.

Advanced Ed Standard 1: Purpose and Direction

1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. Rubric rating 2.0 of 4.0 possible points.

Standard 3: Teaching and Assessing for Learning

3.11 All staff members participate in a continuous program on professional learning. Rubric rating 2.0 of 4.0.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students. Rubric rating 2.0 of 4.0.

2014-2015 Instructional Culture Insight Outcomes Survey

48% of teachers regularly discuss instructional plans and get feedback from administration.

48% of teachers collaborate with others at the school to make action plans based on student performance.

13% of teachers stated that they had dedicated time to analyze interim assessment and to reteach content based on student performance.

48% of teachers stated that the leader regularly helps them to improve lesson plans.

64% of teachers stated that feedback from being observed helped them to improve student outcomes.

56% of teachers stated that the school is prepared to make the changes required to implement the Common Core.

44% of teachers stated that the training received on the Common Core will help them to improve their practice.

Analysis of Current Practices:

Describe action steps that have become non-negotiable, things that you will continue doing.

Our school-based collaborative teams meet once per month in our Student Data Team Meetings to discuss specific students, areas of concern, and develop plans to work together as a team for academic intervention and those conversations often focused on the lowest achieving students. At Enterprise, we know that instructional decisions must be strongly connected to data and to student needs in order to be effective. Our data shows that the emphasis placed on supporting these students strategically through data meetings had a positive impact. We have been able to get additional support through the MTSS process and we have been able to better meet students' needs as well.

Research shows that peer coaching can have a significant impact on teaching practice and student achievement. Our staff at Enterprise has a strong foundation for which to build a coaching culture. Teachers support each other collegially and professionally with a focus on improved practice and student progress. In 2014-2015, our Peer Coaches provided professional development related to the School Improvement Plan (SIP) to all that helped us to further establish a coaching culture that includes observation and feedback.

At Enterprise Elementary, teachers have involved their students in recording their data for five years. Initially, it was a difficult transition to manage, but teachers have found data notebooks to be effective. The process has empowered students in their own learning. In 2013-14, the use of data notebooks was extended to include student-led conferencing. Students set goals, monitored their progress, and then shared their data and their quality work with their families during student led conference night. We are now in our third year of implementation of student led conferencing.

Clear goals set the target, then monitoring progress toward goals, and effective feedback provides students with information regarding their progress toward that target. Developing a growth mindset and reinforcing the connection between effort and achievement will further impact student academic progress.

Research related to growth mindset has shown that high achieving students often perform poorly when the work becomes challenging because they haven't learned that achievement requires effort.

Our students will continue to learn about growth mindset and the relationship between effort and achievement. We will work with our students as they monitor their data related to writing and will support them in goal setting, provide effective feedback using data, and reinforce student effort. Our staff last year

was involved in a Professional Learning Community as we read and implemented ideas from Mindset by Dr. Carol Dweck. Goal setting, effective feedback, and reinforcing effort will continue to be initiatives as we move into our third year of student led conferencing.

Enterprise Elementary is a Professional Learning Community (PLC) school. Our staff of teachers worked together as a PLC supporting SIP initiatives of reinforcing effort, effective feedback and goal setting in writing. This year, the PLCs will work together to support implementation of our School Improvement Plan which includes a focus on Literacy Design Collaborative and Understanding by Design.

Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the class room?

Overall buy-in and support for the Florida Standards is quite low among Enterprise teachers, with just 52% believing that the new standards will help prepare students for college and career.

Unit planning is emphasized to focus on Priority Standards. Prioritizing standards within a unit allows teachers to focus on the depth, rigor and transfer of knowledge necessary for students to master the standards. Prioritizing standards is in contrast to an emphasis on covering and exposing students to as much content as possible without an in-depth understanding of knowledge (McTighe, Wiggins, 2011)

According to multiple sources of data, teachers at Enterprise need support with instructional planning in order to align their instruction with the full intent of the Florida Standards. School administrators need to provide effective feedback to teachers focused on their implementation of the Florida Standards.

According to Mourshed, Chinezi & Barber (2010), "The only way to improve student outcomes is to improve instruction." Our yearlong School Improvement Plan will focus on improving planning and instruction as we implement the full intent and rigor of the Florida Standards. As a result, student achievement in reading will be positively impacted. Our plan includes implementing a framework for planning called "Understanding by Design." Wiggins and McTighe (2010) of UbD, stated, "Prioritizing standards is in contrast to an emphasis on covering and exposing students to as much content as possible without an in-depth understanding of knowledge." In order for us to spend adequate time on the most important standards, we will prioritize our math and ELA standards this year as we work through the framework for planning of Understanding by Design. This will impact the pacing and sequence we use in our curriculum planning and will allow us to teach to the full intent and rigor of the standards. Dr. Cathy Lassiter stated in *The Data Leader*, "... schools with higher levels of teacher collaboration are associated with stronger student performance."

School-Based Goal:

What can be done to improve instructional effectiveness?

At Enterprise Elementary, teachers will design and implement instruction that aligns with the full intent and rigor of grade level specific Florida Standards.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Student tasks are not aligned to the full intent and rigor of the Florida Standards	1. Establish timeline for UbD implementation and provide overview of UbD	Admin UbD Team	August 10 PDD		Implementation Plan Timeline
	2. Develop and provide training for UbD and prioritize math standards	Admin	October 16 PDD		List of prioritized grade level standards
	3. Collaborate with teams to develop lessons and student tasks aligned with the FL Standards	Admin Teacher Teams	Nov. 4 Dec. 9 Jan. 13		Evaluation of Student Work Samples Lesson Plans
	4. Gather data using walkthrough chart	Admin	Quarterly		Walk through chart Trend Data
	5. Share feedback with stakeholders	Admin	Semester		ProGoe
	5. Provide	Admin	3+ times		

	support and coaching through feedback	Peer Coaches	per year		
	6. Engage with teachers in book study for Understanding by Design Guide	Admin PLCs	Sept. 23 Nov. 13 Jan. 8 Feb. 12	\$797.00 for books	Teacher self evaluation PGP Implementation
	7. Develop and provide training for UbD and prioritize ELA standards	Admin	Feb. 15		List of prioritized grade level standards
	8. Work in PLCs to develop structures for the classroom to promote student discourse	Admin Teacher Teams	Feb. 10		Walk through chart
	9. Reflect on practices and share with PLC	Admin Teacher Teams	March 9		Teacher Survey PGP Implementation

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Where do you want your teachers to be? What tools will you use to measure the implementation of your strategies? What tool will be used to measure progress throughout the year? Use real percentages and numbers.

Teachers at Enterprise will post their essential questions aligned with a standard and/or the standard for classroom lessons. The tasks that students will engage in will align with the intent and rigor of the standard. Students will be able to articulate what they are learning with specificity. The administrative team developed a tool with teacher input to record walkthrough data. The chart has columns for posted standards/essential questions, student task alignment, and to record if students can articulate what they are learning. In addition, there is a column for evidence. This chart will be used to record data and to analyze trends. Data will be shared with stakeholders.

Walkthrough data gathered in October 2015 showed that 19% of classrooms had posted standards and 100% of those classrooms had tasks aligned with the standard. 44% of students were able to explain what they were learning. For example, students stated they were learning partial products, estimating products, fractions, orders of operation, and theme.

In April 2016, the walkthrough data will reflect significant improvement. 85% of classrooms will have posted standards that align with the tasks students are engaged in. 85% of students will be able to articulate what they are learning.

2014-2015 Instructional Culture Insight Outcomes Survey

48% (56%) of teachers stated that the leader regularly helps them to improve lesson plans.

64% (72%) of teachers stated that feedback from being observed helped them to improve student outcomes.

56% (89%) of teachers stated that the school is prepared to make the changes required to implement the Common Core.

44% (63%) of teachers stated that the training received on the Common Core will help them to improve their practice.

The survey for 2015-2016 will show that we meet the district averages from 2014-2015 shown in parentheses above.

32% of students being considered for retention had progress reports that did not show grades that align with below grade level performance and were not marked with an asterisk showing the students were marked below grade level in reading and/or math.

In May 2016, 100% of students being considered for retention will have grades that align with below grade level performance and progress reports will be marked with an asterisk showing the students are below grade level in reading and/or math.

21% of teachers were rated Distinguished in Dimension 1: Instructional Design and Lesson Planning, Element III: Designs ways to monitor learning, designs use of appropriate resources, and designs formative

assessments.

In May 2016, 26% of teachers will be rated Distinguished in Dimension 1: Instructional Design and Lesson Planning, Element III: Designs ways to monitor learning, designs use of appropriate resources, and designs formative assessments.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

Where do you want your students to be? What will student achievement look like at the end of the school year 2015-16?
What tools will be used to measure progress throughout the year?

At the end of the 2015-2016 school year, students will perform more proficiently in reading. Throughout the year, we will meet in data teams to monitor student progress using FAIR as well as other measures from the Decision Tree. Reading Comprehension FAIR data from the 2015 AP 1 is as follows:

3rd grade: 25th percentile

4th grade: 40th percentile

5th grade: 41st percentile

6th grade: 36th percentile

At the end of the 2015-2016 school year, students will be performing more proficiently in reading.

AP 3 2016 Outcome measures:

3rd grade: 47th percentile

4th grade: 62nd percentile

5th grade: 63rd percentile

6th grade: 58th percentile

Probability of Literary Success on the AP1 Fair Data predicts the success of students on the End of Year Outcome Measures. The following data shows those that should have an 85% or higher chance of success on the End-of-Year Outcome Measure.

3rd grade: 20%

4th grade: 29%

5th grade: 25%

6th grade 14%

At the end of the 2015-2016 school year, students will be performing more proficiently in reading. The following data shows those that should have an 85% or higher chance of success on the End-of-Year Outcome Measure.

AP 3 2016 Outcome Measures:

3rd grade: 40%

4th grade: 49%

5th grade: 45%

6th grade 34%

70% (66%) felt they were learning through meaningful projects

52% (56%) responded they are learning about real world issues

64% (65%) responded they were learning how to research

Each of these indicators will increase 5% in 2015-2016 Student Survey results.

Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2014-2015 and a description of changes you intend to incorporate to improve the data for the year 2015-2016.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. 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. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.
2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

In 2014-2015, data meetings were held with the reading coach and administration. In these meetings, core instruction was discussed, as were interventions. However, until such time as teachers were ready to look at testing, the guidance counselor and the school psychologist were often not involved in these meetings. This year, data team meetings will be held including all appropriate staff from the very first identification of concerns. Interventions are provided in each classroom. In addition, grade levels collaborate to provide grade level small groups of intervention. Intervention groups remain fluid where students are moved in and out of the groups as needs change. Common grade level planning times allow the grade level team specific time to plan together to meet the needs of every student.

The school-based leadership team includes the Principal, Assistant Principal, Guidance Counselor, and Literacy Coach. Each of the team's members supports and collaborates in team meetings and Individual Problem Solving Team meetings.

Team Member	Role	Responsibilities
Jean Bartleson	Principal	Monitoring student progress, collaborating meetings, planning Professional Development, classroom walk-through feedback, monitor PGPs and their correlations with the SIP
Jenifer Born	Assistant Principal	Monitoring student progress, collaborating meetings, planning Professional Development, classroom walk-through feedback, monitor PGPs and their correlations with the SIP
Jobie Woltman	Guidance Counselor	Coordinating meetings, assisting w/ intervention planning, organizing appropriate documentation
TBA (AP currently)	Literacy Coach	Support and disaggregation of data; planning/implementing effective instruction

Student progress in MTSS is monitored using a data wall, PMRN reports, and the Performance Matters program. The data is updated regularly and student progress is monitored consistently.

SIP is monitored through in-process measures by the school's leadership team and SAC. Classroom observations and specific feedback support high quality core instruction and high quality instructional delivery during intervention.

The school's data wall posts quantitative data related to student progress in reading and math. Classroom walk-through data is used to monitor teachers' practice, student engagement, and overall effectiveness of instruction.

IPST team includes classroom teacher, guidance, administration, reading coach, ESE teachers, school psychologist and staffing specialist. MTSS is focused on providing the highest quality core instruction to reduce the amount of intervention needed. The team analyzes data to determine what are our best instructional practices that gives us the most efficient use of our resources and which practices may need to be altered. Intervention data is shared with parents at parent conferences so they have a clear picture of what their student is achieving and how the school is providing support.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

According to our 2014-15 parent survey, the following information was listed:

- 97% of our parents feel that email is the best way to reach them; only 35% feel that parent conferences are the way to keep them informed.
- 82% (down from 89% in 2014/15) of our parents have attended informational or academic events at our school; 85% (down from 92% in 2014/15) felt they were useful.
- 45% (up from 42% in 2014/15) feel well informed and satisfied with their involvement in school decision making.

Our staff uses email and other electronic means as a primary way of communicating with parents. However, we do feel that meeting face to face in our 3rd year of student led conferences is an important way to not only communicate with parents, but also to increase attendance at school functions. To accommodate parents' schedules, many teachers offer multiple times for conferencing.

Student led conferencing in 2014-2015 was successful overall. This year, as a school we will emphasize the importance of student led conferencing and the research that supports it through the website and newsletters. A practice that was found to be effective was to have the students invite their parents formally via invitation. This year, it will become a recommended practice in hopes to get greater participation. We will also send out a Blackboard Connect message to remind parents of the event.

Teachers provide opportunities for parental involvement in the way of daily volunteering, field trips, Open House, Curriculum Nights, Parent Conferences, Santa's Workshop, special plays, music concerts, etc. Our PTO provides opportunities for parents to support fundraising, volunteering and other special activities throughout the year.

STUDENT SURVEY RESULTS (Required):

Address Elements of Student Survey Results found in the District Strategic Plan and describe how you will improve student perceptions of these indicators.

Strategic Plan Indicators:

- ✓ Promotes 21st Century Skills 1.4.2, 1.4.3, 1.4.4, 1.4.5
- ✓ Safe Learning Environment 2.2.3, 2.2.4, 2.2.5

The data for the Strategic Plan Indicators can be located on the following survey pages.

Elementary Student Survey:

- ✓ 21st Century Skills – Refer results pages 3 – 4
- ✓ Online Safety – Refer results pages 4 – 6
- ✓ School Safety – Refer results pages 6 – 7

Secondary Student Survey:

- ✓ 21st Century Skills – Refer results pages 4 – 6
- ✓ Online Safety – Refer results pages 6 – 7

- ✓ School Safety – Refer results pages 7 – 8

Strategic Plan Indicators:

- ✓ Promotes 21st Century Skills 1.4.2, 1.4.3, 1.4.4, 1.4.5
- ✓ Safe Learning Environment 2.2.2, 2.2.3, 2.2.4, 2.2.5

Elementary Student Survey:

- ✓ **21st Century Skills {School results in BOLD}** (District results in parentheses) Results are only reported in the often range from the survey.
- ✓ **68%** (71%)students responded that they are learning teamwork
- ✓ **63%** (66%)students responded they were learning effective communication
- ✓ **70%** (66%)felt they were learning through meaningful projects
- ✓ **55%** (58%)felt they learned practical uses of technology
- ✓ **52%** (56%)responded they are learning about real world issues
- ✓ **64%** (65%)responded they were learning how to research
- ✓ **54%** (51%)responded they were learning organizational skills
- ✓ **67%** (65%)responded they were learning personal character
- ✓ **Online Safety {School results in BOLD}** (District results in parentheses) Results are only reported in the often range from the survey
- ✓ **99%** (88%)of our students responded they have learned about online safety
- ✓ **38%** (31%)have either received or sent hurtful texts or emails
- ✓ **11.5%** (12%)have either received or sent inappropriate pictures electronically
- ✓ **25%** (23%)have either had a mean comment posted about them or have posted a mean comment
- ✓ **8%** (9.5%)have either pretended to be someone else or have someone else pretend to be them in order to be hurtful
- ✓ **18%** (15%)have had problems with their friends online that carried over into the school
- ✓ **29%** (23%)have friended someone online they didn't know
- ✓ **3.5%** (3%)have given our personal information online to someone they didn't know
- ✓ **86%** (82%)reported they would go to an adult if they were being cyber-bullied
- ✓ **School Safety {School results in BOLD}** (District results in parentheses) Results are only reported in the often range from the survey
- ✓ **90%** (83%)of our students report feeling safe at school
- ✓ The majority that didn't feel safe reported that they don't feel safe walking or riding their bike to/from school whereas the district results indicated that people feel most unsafe in the hallways.

Character education is a key component of instruction at Enterprise. According to the data, 67% of students felt they were learning about personal character. Each day on the announcements, a school wide message called Principal's Points is shown on WETV news. Classroom teachers follow up with supporting instruction. A common language has been developed that is focused on helping students take responsibility and ownership of their behavior and make plans for improvements. Students are held accountable for their actions, but the focus is that discipline is an opportunity to learn to practice better behavior. This year, teachers have been provided a yearlong plan for implementation.

Our media specialist and technology teachers teach our students about online safety and cyberbullying. Classroom teachers provide additional instruction. The survey showed that 99% of students stated that they had online safety training. It is important for students to report when they have negative experiences online and in the survey 86% of students stated that they would report to an adult. Several incidents related to cyberbullying were reported in 2015-2016. The level of concern will remain high and instruction will continue.

It is a concern that only 52% of students felt they were learning about real world issues. Helping students to see the value in their learning through real world application is important. Administrators will address this issue with teachers to develop a plan for improvement.

According to the survey, 90% of students report feeling safe at school. To further support the wellbeing and safety of our students, this year, we have instituted a School Safety Patrol program. This program is for 4th-6th graders. The older students have the most responsibility and the younger students are apprentices.

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3

1. List any additional early warning system indicators and describe the school's early warning system.

ELEMENTARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students exhibiting 2 or more characteristics

Description of early warning system.

Teachers are our front line defense for attendance and are expected to call home when students have been absent more than 3 times. They report to the guidance counselor who keeps a log. As expected by district protocol, parents are met with to discuss attendance concerns.

Students who have experienced suspensions are met with regularly to discuss behavior and how to improve. As needed, they are brought to IPST.

Through monthly data meetings, students who are struggling are discussed to implement needed interventions. Early warning reports are run by the guidance counselor monthly.

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2014-15 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2015-16.:

- The number of students by grade level that exhibit each early warning indicator listed above.

Fill in BLANKS with data from 2014-15 School Year - Number of Students

Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	6	26	24	22	24	21	23	157
1 or more ISS or OSS	1	1	0	0	0	7	1	10
Retentions		5	4	2	2	2	1	16
Course Failure in ELA or Math							1	1
Students exhibiting 2 or more indicators		1	3	1	0	0	3	8

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Each grade level's students will be placed in an RtI group for progress monitoring. PMPs will be developed for all identified students. Data meetings will review the students' progress and needs regularly. Parents will be kept informed of student goals and progress. The guidance counselor and/or administration will provide support as requested by teacher by meeting through IPST and developing appropriate interventions for that particular student. Attendance in our ASP program is mandatory for all students who are identified as struggling. In an effort to ensure attendance, ASP is held during our school day twice per week. As a Glasser Quality School, close relationships are built by staff with our students and parents, helping to place school in their quality world. The more that a student feels love and compassion from their

teachers, the more likely they are to come to school on time. Attendance is monitored closely and district procedures followed.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

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

By developing strong bonds with our preschools and daycares in the community, we gather information about upcoming kindergarten students to assist in providing the needed supports immediately upon entering elementary school. We also have a kindergarten round up in the fall, inviting all families in the community with incoming kindergarten students, to come see what school will be like. This is announced through school newsletters to current students, our website, the community newspaper and flyers in the daycares/preschools in the area.

In the spring of each year, our team meets with the guidance counselor from our middle school feeder school to discuss students and their needs ensuring a seamless transition into our middle school program.