

School District of Indian River County

# Treasure Coast Elementary School



## 2019-20 School Improvement Plan

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# Treasure Coast Elementary School

8955 85TH ST, Sebastian, FL 32958

www.indianriverschools.org

## Demographics

**Principal: Elizabeth Tetreault**

Start Date for this Principal: 7/10/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	67%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: B 2016-17: B 2015-16: B 2014-15: C 2013-14: D
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Indian River 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](http://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**

Treasure Coast Elementary is committed to empowering each and every student to reach his/her highest potential both socially and academically through the creation of a school wide culture where all key stakeholders are rooted in a continuous commitment to deepen our knowledge, strengthen our skills and honor our core values.

#### **Provide the school's vision statement**

At Treasure Coast Elementary, we envision a school where student potential is boundless, differences are celebrated and all key stakeholders work hand in hand to create a risk free learning environment that nurtures the soul and fosters social and academic development.

### 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
Tetreault, Elizabeth	Principal	Maintain a safe, orderly and supportive school climate where student learning and social development is the priority.
Esposito, Tabetha	Assistant Principal	Assist the Principal in maintaining a safe, orderly and supportive school climate where student learning and social development is the priority.
Rutherford, Jessica	Instructional Coach	Provide guidance and assistance to teachers/staff and administration regarding ELA curriculum, instruction and assessment. In addition, provide ongoing support for students receiving tier 2 and tier 3 interventions. Serve in a leadership capacity to identify school wide trends and develop school initiatives to improve ELA outcomes for students.
Kohlstedt, Ashley	Instructional Coach	Provide guidance and assistance to teachers/staff and administration regarding Math curriculum, instruction and assessment. In addition, provide ongoing support for students receiving tier 2 and tier 3 interventions. Serve in a leadership capacity to identify school wide trends and develop school initiatives to improve Math outcomes for students.
Stanfield, Walter	Other	Behavior Interventionist responsible for providing social/emotional support for students, training teachers to deliver SEL instruction, work with students to support social/emotional needs, provide ongoing support for parents/families to implement strategies/plans at home.

## 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	100	91	115	131	134	106	0	0	0	0	0	0	0	677
Attendance below 90 percent	0	19	22	14	18	12	0	0	0	0	0	0	0	85
One or more suspensions	0	0	1	2	1	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	6	4	2	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	8	13	23	0	0	0	0	0	0	0	44

**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	11	17	31	31	52	0	0	0	0	0	0	0	142

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	9	1	1	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

34

**Date this data was collected or last updated**

Monday 8/19/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
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	17	18	11	24	18	28	0	0	0	0	0	0	0	116
One or more suspensions	0	1	0	3	1	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	8	4	19	9	21	17	0	0	0	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	5	15	38	0	0	0	0	0	0	0	58

**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	11	16	28	27	52	72	0	0	0	0	0	0	0	206

## 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	58%	58%	57%	57%	57%	56%
ELA Learning Gains	53%	57%	58%	50%	55%	55%
ELA Lowest 25th Percentile	51%	54%	53%	42%	49%	48%
Math Achievement	66%	63%	63%	74%	63%	62%
Math Learning Gains	44%	60%	62%	68%	61%	59%
Math Lowest 25th Percentile	37%	48%	51%	49%	52%	47%
Science Achievement	45%	54%	53%	62%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	100 (0)	91 (0)	115 (0)	131 (0)	134 (0)	106 (0)	677 (0)
Attendance below 90 percent	0 ( )	19 ( )	22 ( )	14 ( )	18 ( )	12 ( )	85 (0)
One or more suspensions	0 ( )	0 (0)	1 (0)	2 (0)	1 (0)	2 (0)	6 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	6 (0)	4 (0)	2 (0)	12 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	8 (0)	13 (0)	23 (0)	44 (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	67%	60%	7%	58%	9%
	2018	57%	56%	1%	57%	0%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	54%	61%	-7%	58%	-4%
	2018	52%	56%	-4%	56%	-4%



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		2%				
Cohort Comparison		-3%				
05	2019	50%	54%	-4%	56%	-6%
	2018	60%	52%	8%	55%	5%
Same Grade Comparison		-10%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	64%	19%	62%	21%
	2018	75%	60%	15%	62%	13%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	64%	64%	0%	64%	0%
	2018	72%	63%	9%	62%	10%
Same Grade Comparison		-8%				
Cohort Comparison		-11%				
05	2019	49%	57%	-8%	60%	-11%
	2018	73%	58%	15%	61%	12%
Same Grade Comparison		-24%				
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	53%	-10%	53%	-10%
	2018	63%	54%	9%	55%	8%
Same Grade Comparison		-20%				
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	34	33	32	49	42	48	24				
ELL	33	46	50	47	42		19				
BLK	39	50	40	53	48	40	47				
HSP	46	48	59	65	36		37				
MUL	40	36		40	45						
WHT	66	55	53	69	44	39	48				
FRL	51	53	56	60	43	39	40				

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	32	40	43	54	44	35	24				
ELL	11	39	62	64	70	64					
BLK	45	48	40	66	59	36	62				
HSP	45	52	67	80	75	60	70				
MUL	53			80							
WHT	64	51	31	72	66	48	58				
FRL	51	47	41	70	65	48	58				

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	43
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

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	51
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**

Our Math bottom quartile was the lowest performance area. We had 8 out of 12 new teachers teaching in 4th and 5th grade. Teachers had limited experience delivering instruction within the Gradual Release of Responsibility Model while maintaining rigor and differentiating instruction for all students.

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

Our 5th grade Science scores showed the greatest decline from 2018 to 2019 dropping from 62% to 45%. Teachers had limited experience developing and delivering consistent instruction that promoted differentiation while maintaining the rigor of standards based instruction.

**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**

Our math learning gains had the greatest gap when compared to the state average. We had 8 out of 12 new teachers teaching in 4th and 5th grade. Teachers had limited experience delivering instruction within the Gradual Release of Responsibility Model and maintaining rigor. We hired a new math coach who needed additional support and training to provide ongoing support for teachers.

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

ELA bottom quartile made the greatest improvement. We trained teachers to implement the Gradual Release of Responsibility Model and deliver differentiated instruction while maintaining rigor in ELA. Teachers began training teachers in K-3 to deliver writing instruction across all content areas as well. We prioritized professional development for ELA K-5, including Fountas & Pinnell reading running records training, Leveled Literacy Intervention, implementing Teacher's College Units of Study for Writing (K-5).

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

Attendance is a potential area of concern with 85 students demonstrating less than 90% regular, on time attendance.

We have 44 students who scored a level 1 on the state assessments.

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

1. Math: Learning Gains Overall and Learning Gains Bottom Quartile
2. Math: Bottom Quartile
3. Science: Proficiency Overall
4. ESSA: SWD and Multi-Racial Student Subgroups
5. EWS: Attendance and Students Scoring Level 1 On FSA

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

<b>Title</b>	Tier I Instruction Across All Content Areas
<b>Rationale</b>	When teachers consistently plan and deliver standards based instruction in a Gradual Release of Responsibility Model, students will receive whole group instruction, guided practice and independent practice with differentiated instruction on a daily basis across all classes.
<b>State the measureable outcome the school plans to achieve</b>	<p>Math LG Overall: 50%</p> <p>Math LG Lowest 25th Percentile: 50%</p> <p>Science Proficiency: 55%</p> <p>Students With Disabilities Subgroup: 50% Proficiency on ELA, MATH and SCIENCE FSA/FCAT</p> <p>Multi-racial Students Subgroup: 50% Proficiency on ELA, MATH and SCIENCE FSA/FCAT.</p>
<b>Person responsible for monitoring outcome</b>	Elizabeth Tetreault (elizabeth.tetreault@indianriverschools.org)
<b>Evidence-based Strategy</b>	<p>Teachers will deliver standards based instruction through the Gradual Release of Responsibility Model across all content areas to provide differentiated support based on student need.</p> <p>When teachers deliver explicit whole group instruction that is focused on standards, along with differentiated guided and independent practice, all students will develop connections to the concepts, procedures and deepen their understanding.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Delivering instruction through the Gradual Release of Responsibility Model provides support for all subgroups to receive a consistent instruction delivered across a continuum that supports students to make connections to the concepts, procedures that deepens understanding.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers, instructional coaches and admin will analyze student data to determine instructional needs.</li> <li>2. Teachers will participate in weekly planning with instructional coaches and administration using standards, curriculum maps, test item specs and test design summary.</li> <li>3. Teachers will receiving ongoing training to implement instruction in the Gradual Release of Responsibility Model.</li> <li>4. Administration and instructional coaches will implement weekly classroom observations to identify trends and needs.</li> <li>5. Teachers will participate in an ongoing data analysis with instructional coaches and administration to monitor student progress.</li> </ol>
<b>Person Responsible</b>	Elizabeth Tetreault (elizabeth.tetreault@indianriverschools.org)

<b>#2</b>	
<b>Title</b>	Increasing Attendance Rates for All Students
<b>Rationale</b>	Students who attend school regularly, will receive instruction to master standards and grade level concepts.
<b>State the measureable outcome the school plans to achieve</b>	Currently we have 85 students with <90% on time, regular attendance. Our goal is to reduce this group by 25%.
<b>Person responsible for monitoring outcome</b>	Walter Stanfield (walter.stanfield@indianriverschools.org)
<b>Evidence-based Strategy</b>	By working with parents/students to identify barriers to student attendance, creating individualized plans/student contracts to support increased attendance and creating school wide celebrations for improved students and students demonstrating perfect attendance. Teachers, Administration and Behavior Interventionist.
<b>Rationale for Evidence-based Strategy</b>	When school teams work collaboratively with parents to inform, educate and support, student attendance improves. Our attendance rate for students will increase to 97%.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers, Administration and Behavior Interventionist will analyze school attendance data.</li> <li>2. Teachers, Administration and Behavior Interventionist will identify students with &lt;90% attendance monthly.</li> <li>3. Teachers, Administration and Behavior Interventionist will meet with parents and students to develop individualized attendance plans.</li> <li>4. Monitor student attendance monthly.</li> <li>5. Reward students for improved attendance using quarterly awards.</li> </ol>
<b>Person Responsible</b>	Elizabeth Tetreault (elizabeth.tetreault@indianriverschools.org)

**#3**

**Title**

ESE Instruction

**Rationale**

According to our Federal Points of Index report, 37% of our SWD subgroup were proficient on Florida's state assessments. Focused collaborative planning among ESE teachers and general education grade level teams, shared ongoing professional development (to deliver differentiated standards based instruction), ESE teachers will be prepared to meet the needs of students with varying exceptionalities during whole group and small group instruction.

**State the measureable outcome the school plans to achieve**

47% of students with disabilities will be proficient across content areas on Florida's state assessments.

**Person responsible for monitoring outcome**

Tabetha Esposito (tabetha.esposito@indianriverschools.org)

**Evidence-based Strategy**

ESE teachers will participate in grade level collaborative planning, professional development and data analysis with administration, instructional coaches and general education teachers.

**Rationale for Evidence-based Strategy**

When ESE teachers participate in collaborative planning, professional development and data analysis with general education teachers, they will develop common language, a deeper understanding of standards based instruction, how to differentiate instruction, and how to maintain rigor while meeting the unique needs of students with varying exceptionalities.

**Action Step**

**Description**

1. All teachers, instructional coaches and administration will analyze student data to determine instructional needs.
2. All teacher, instructional coaches and admin will participate in weekly planning, professional development and data analysis using standards, curriculum maps, test item specs and test design summary.
3. ESE teachers will align small group work with standards, IEP goals, curriculum maps and assessments.
4. Administration and instructional coaches will implement weekly classroom observations to identify trends and needs.
5. Ongoing data analysis will take place following unit assessments, to monitor student progress and inform instruction.

**Person Responsible**

Tabetha Esposito (tabetha.esposito@indianriverschools.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)**

**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**

Positive relationships with parents, families and other community stakeholders will be developed through parent involvement initiatives, including Orientation, Open House, PTA sponsored Parent Family Events, School Advisory Council, Student Award Ceremonies and Celebrations, as well as informational events, including curriculum nights and parent conferences.

**PFEP Link**

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

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

The school ensures the social-emotional needs of all students are being met through the implementation of Positive Behavior Intervention and Supports. Our Behavior Interventionist has trained all teachers to implement Sanford Harmony curriculum to support the social development of all students.

We use the EWS indicators to identify students requiring additional supports and work with our Behavior Interventionist to create individualized student plans.

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

Each year, we conduct an Orientation to welcome new and returning students. During the 3rd week of school, we schedule an Open House that serves to inform parents and identify needs. Prior to student placement, we review cumulative records and work collaboratively to place incoming students in appropriate classes. In addition, Students in 5th grade are given a tour of the middle school and their teachers work with the Guidance Dept. to insure smooth transitions and proper placement.

**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**

Each year school leadership (Elizabeth Tetreault and Tabetha Esposito) meet with the Federal Programs Director work collaboratively to align all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. During our initial meeting, we identify the percent of students receiving free/reduced lunch, review our federal budget as well as state and local funds.



Once budgets are in place, we coordinate services and programs based on student needs. Monthly meetings are in scheduled to monitor student progress, support PD for teachers and plan for family involvement. In addition, the school inventories all resources purchased and establishes a system for distributing materials based on student and teacher need.

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

We implement after school programs and clubs in partnership with Mardy Fish and local community agencies. In addition, we plan and schedule field trips that cover a broad array of potential careers. Students are able to explore interests and careers through these programs.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Tier I Instruction Across All Content Areas</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000		0341 - Treasure Coast Elementary School	Title, I Part A		\$15,000.00
			<i>Notes: The budget will support professional development, school PLC's and materials.</i>			
			0341 - Treasure Coast Elementary School			\$0.00
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Increasing Attendance Rates for All Students</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0341 - Treasure Coast Elementary School	General Fund		\$4,000.00
			<i>Notes: The budget will be used to create rewards, parent information and classroom resources to support the initiative.</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: ESE Instruction</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0341 - Treasure Coast Elementary School	IDEA		\$5,000.00
			<i>Notes: The budget expenditures will include all costs associated with professional development, resources and materials, extra pay for teachers to participate in PLC's beyond the contractual day.</i>			
					<b>Total:</b>	<b>\$24,000.00</b>