

St. Lucie Public Schools

Mariposa Elementary School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
Title I Requirements	16
Budget to Support Goals	19

Mariposa Elementary School

2620 SE MARIPOSA AVE, Port St Lucie, FL 34952

<http://www.stlucie.k12.fl.us/mar/>

Demographics

Principal: R. Craig Logue

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
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: B 2016-17: B 2015-16: D 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the St. Lucie 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

At Mariposa, we will create a learning community that supports and inspires us to be active learners, problem-solvers and decision-makers. Through work, we recognize that our motivation and effort enable us to accomplish our goals.

Provide the school's vision statement

At Mariposa, we believe that children and their progress is our primary concern. We strive to create an active learning environment comprised of teachers, students, and parents who honor each other's talents and gifts. We believe that teachers are designers of challenging and authentic work and are engineers of an encouraging atmosphere where students are motivated to take risks, explore innovative ideas, and be effective decision-makers. We believe that students can be more successful when parents become partners with the school. Our mutual goal is to develop each child's positive self-worth, to be respectful of others, and to demonstrate the expectation that learning is a life-long experience that will ensure success.

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
Logue, Craig	Principal	Serves as Chair of the Leadership Team, determines roles and responsibilities of all other members, creates the agenda, facilitates meetings and decision making, monitors to ensure members serve as instructional leaders in their respective roles, provides Professional Development, conducts classroom walk-throughs and observations with feedback, participates in team level collaborative planning with feedback, solicits feedback from all stakeholders concerning matters related to the school and shares goals and data with all stakeholders to ensure common vision and common understanding.
Almeida, Monica	Instructional Coach	Provide support to all teachers through feedback and modeling, participates in collaborative planning, provides professional development on standards, assessment creation, and instruction, monitors teacher and student data, provides reflective feedback to teachers after classroom walk-throughs, assists teams with the focused, data-driven model, provides mini assessments and resources, assists teachers with tracking student progress.
Spies, Bill	Teacher, ESE	Facilitates IEP meetings, ESE schedules, and ensuring all student's service needs, as outlined in their IEP, are being provided.
Henderson, Ashle	Instructional Coach	Provide support to all teachers through feedback and modeling, participates in collaborative planning, provides professional development on standards, assessment creation, and instruction, monitors teacher and student data, provides reflective feedback to teachers after classroom walk-throughs, assists teams with the focused, data-driven model, provides mini assessments and resources, assists teachers with tracking student progress.
Patton, Angela	Assistant Principal	Monitors to ensure members serve as instructional leaders in their respective roles, provides Professional Development, conducts classroom walk-throughs and observations with feedback, solicits feedback from all stakeholders concerning matters related to the school, and shares goals and data with all stakeholders to ensure common vision and common understanding. Oversees the school's discipline and classroom management programs, processes and structures. Supports teachers in implementing best classroom management practices in the classroom.
	Guidance Counselor	Ashlyn Baliton coordinates school, district, and state-based testing, coordinates Problem Solving Team meetings, and ensures PBIS models and processes are followed and oversees

Name	Title	Job Duties and Responsibilities
		the provision of behavioral intervention services. Monitors the processes of MTSS at the school through analyzing progress monitoring data and group creation, provides intervention resources and guidance, ensures fidelity in MTSS instruction. Additionally, oversees compliance of our ESOL program.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	2	10	6	12	5	9	0	0	0	0	0	0	0	44
One or more suspensions	1	2	0	4	1	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	9	14	32	0	0	0	0	0	0	0	55

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	0	0	2	2	4	0	0	0	0	0	0	0	8

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	1	0	0	0	0	0	0	0	9	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

41

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	21	23	20	11	6	0	0	0	0	0	0	0	81
One or more suspensions	0	2	4	2	3	1	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	9	19	35	0	0	0	0	0	0	0	63

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	0	0	1	0	4	0	0	0	0	0	0	0	5

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	21	23	20	11	6	0	0	0	0	0	0	0	81
One or more suspensions	0	2	4	2	3	1	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	9	19	35	0	0	0	0	0	0	0	63

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	0	0	1	0	4	0	0	0	0	0	0	0	5

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	55%	50%	57%	60%	50%	56%
ELA Learning Gains	59%	55%	58%	65%	54%	55%
ELA Lowest 25th Percentile	55%	54%	53%	63%	55%	48%
Math Achievement	64%	53%	63%	66%	56%	62%
Math Learning Gains	54%	50%	62%	64%	56%	59%
Math Lowest 25th Percentile	44%	42%	51%	51%	46%	47%
Science Achievement	62%	46%	53%	52%	51%	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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	2 (0)	10 (21)	6 (23)	12 (20)	5 (11)	9 (6)	44 (81)
One or more suspensions	1 (0)	2 (2)	0 (4)	4 (2)	1 (3)	0 (1)	8 (12)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (3)	0 (5)	0 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (9)	14 (19)	32 (35)	55 (63)

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	57%	50%	7%	58%	-1%
	2018	55%	46%	9%	57%	-2%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	59%	51%	8%	58%	1%
	2018	53%	50%	3%	56%	-3%
Same Grade Comparison		6%				
Cohort Comparison		4%				
05	2019	45%	48%	-3%	56%	-11%
	2018	62%	49%	13%	55%	7%
Same Grade Comparison		-17%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	55%	16%	62%	9%
	2018	67%	54%	13%	62%	5%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	60%	54%	6%	64%	-4%
	2018	66%	57%	9%	62%	4%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				
05	2019	53%	47%	6%	60%	-7%
	2018	61%	55%	6%	61%	0%
Same Grade Comparison		-8%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	46%	11%	53%	4%
	2018	49%	50%	-1%	55%	-6%
Same Grade Comparison		8%				
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	27	29	40	42	46	39	16				
ELL	54	64	56	61	56	40	40				
BLK	44	53	40	56	48	47	54				
HSP	52	57	60	61	44	38	47				
MUL	53	82		67	55						
WHT	62	60	52	68	61	53	74				
FRL	52	56	54	62	55	47	55				

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	27	47	50	37	44	41	22				
ELL	35	66	72	59	63	80	23				
BLK	45	56	64	48	57	45	34				
HSP	63	73	68	68	66	68	56				
MUL	63	55		63	55						
WHT	64	66	58	73	67	38	57				
FRL	59	67	66	63	61	50	45				

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	54
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	49
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	53
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	64
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	61
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	55
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

The area with the lowest performance was in Math Learning Gains for the Lowest 25. There has been a negative trend in this area for the last three years. Contributing factors include inadequate small group instruction and differentiation. In addition we did not maintain monitoring of the lowest 25 the entire year, up to the actual testing days.

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

The area with the greatest decline from the prior year was in Math Learning Gains. Contributing factors include inadequate differentiation and monitoring of all students, including the lowest 25 the entire year, up to the actual testing days.

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

When compared to the state average, Math Learning gains had the greatest gap (8% below). Contributing factors include inadequate differentiation and monitoring of all students, including the lowest 25 the entire year, up to the actual testing days.

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

The area with the most improvement was in Science. Science has increase over the past three years. We have a Science Coach that works with our 5th grade teachers and last year he began working with our 4th grade team. He helps them collaboratively plan to include hands-on experiments and activities.

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

The two potential areas of concern are students with attendance below 90% and the number of students scoring at a level 1 on state assessments.

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

1. Math Learning Gains for lowest 25%
2. Math Learning Gains
3. ELA Learning Gains for lowest 25%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Single School Culture
Rationale	Analysis of teacher and student climate survey results, student discipline data, the number of mental health referrals and student attendance data indicate a need to address the social emotional learning needs of our school. If all stakeholders participate in and support a single school culture, then teacher, staff and student efficacy will increase.
State the measureable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. The number of discipline referrals will decrease by 25% or more. 2. The number of mental health referrals will decrease by 25% or more. 3. Teacher perception of student behavioral concerns as measured by the district teacher climate survey will decrease by 25% or more.
Person responsible for monitoring outcome	Angela Patton (angela.patton@stlucieschools.org)
Evidence-based Strategy	Explicit instruction of SEL utilizing Sanford Harmony will be implemented to teach students the five SEL competencies. Additional SEL Professional Development will be provided. Daily class meetings will be facilitated to allow students opportunities for guided practice of these skills. These activities will be monitored through ongoing class observations by members of the leadership team. An SEL committee will be established to promote school-wide SEL through integrated activities.
Rationale for Evidence-based Strategy	Many of our students are lacking many of these basic life skills needed for success in school, at home and in the community. Intentional focus on cultivating SEL competencies is a proven strategy used to reduce discipline concerns, increase attendance and develop positive learning communities.
Action Step	
Description	<ol style="list-style-type: none"> 1. Expectations will be shared with all staff members. 2. Professional Development will be provided by school and district support. 3. A committee will be formed to meet monthly to plan and promote school-wide SEL. 4. Administrators and Guidance will monitor SEL activities through ongoing class observations using the walk-through tools. 5. Follow up coaching will be provided by the SEL Department for new teachers as well as others needing additional support.
Person Responsible	Angela Patton (angela.patton@stlucieschools.org)

#2	
Title	Standards Based Instruction
Rationale	Analysis of state assessment data indicates a need to ensure instruction in both reading and math occurs at the complexity level and rigor needed for mastery.
State the measureable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Learning gains in ELA for the lowest 25% will increase by 6% or more. 2. Learning gains in Math for the lowest 25% will increase by 5% or more. 3. Learning gains in Math will increase by 8%. 4. Proficiency in Math and ELA will increase by 5% or more.
Person responsible for monitoring outcome	Craig Logue (craig.logue@stlucieschools.org)
Evidence-based Strategy	Collaborative planning with guidance from instructional coaches and administrators. Administrators will monitor effectiveness of implementation through observations, one on one meetings and grade level meetings.
Rationale for Evidence-based Strategy	Teachers lack a deep understanding of the Florida Standards including higher order thinking needed for proficiency and learning gains. If teachers plan together to deliver standards based instruction utilizing best practices in instruction, then student achievement will improve.
Action Step	
Description	<ol style="list-style-type: none"> 1. Instructional coaches will facilitate collaborative learning and planning on a weekly basis 2. Administrators and Instructional coaches will conduct regular walk-through sweeps to monitor instruction. 3. Actionable feedback will be given by administrators to improve instructional rigor. 4. Professional Development and follow up coaching as needed by leadership team. 5.
Person Responsible	Craig Logue (craig.logue@stlucieschools.org)

#3	
Title	Differentiated Instruction
Rationale	Analysis of our learning gain data, especially learning gains of the lowest 25% indicates that students are not receiving the leveled instruction needed to increase achievement.
State the measureable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. ELA learning gains in the lowest 25% will increase by 6% or more. 2. Math learning gains in the lowest 25% will increase by 5% or more. 3. Math learning gains overall will increase by 8% or more. 4. Proficiency in Math and ELA will increase by 5% or more.
Person responsible for monitoring outcome	Craig Logue (craig.logue@stlucieschools.org)
Evidence-based Strategy	Teachers will plan for and deliver differentiated instruction daily in reading and math. Schedules during both blocks will include time for small group instruction. Small group instruction will be determined by data from Unit Assessments, iReady, and teacher made formative assessments.
Rationale for Evidence-based Strategy	Our students do not all have the same background knowledge and abilities. In order for students to make learning gains and achieve proficiency, they will need small group instruction at their current level of ability. Intentional planning for remediation and for extension of standards in necessary to meet the needs of all students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Allocate time for differentiated planning based on data from Unit Assessments and grade level assessments. 2. Weekly data chat meetings to discuss strategies for meeting the needs of all students. 3. Provide ongoing, focused and relevant support during collaborative planning. 4. Professional Development will be provided to include planning for differentiated Instruction 5. Leadership team will review data during leadership meetings. Review of data, with attention to lowest 25 will be aligned to differentiated instruction.
Person Responsible	Craig Logue (craig.logue@stlucieschools.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)

In addition to the academic areas of focus, we will continue to improve our school safety through monthly drills and forming a Threat Assessment Team that will meet each month to discuss potential concerns.

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

We will use the Parent and Family Engagement plan to meet the requirements of 20 U.S.C.6314(b)(1)(F).

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

Mariposa's Problem Solving Team (PST) meets weekly. The members include the school guidance counselor, parent, teacher of the child, administration, school psychologist, and interventionist. The guidance counselor refers students in need to the Mental Health Collaborative. BEP (Behavioral Education Plan)- check in check out - is offered for students who need behavior interventions. In addition, Mariposa utilizes Too Good for Drugs program, High Hopes program, attendance incentives, Ameri-Corps volunteers, and behavior groups/ lunch bunches to support students routinely. Finally, we are implementing our district's social emotional learning program K-5.

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

An annual Kindergarten Orientation is provided for the parents and students that are beginning school at Mariposa. Parents receive information about academic requirements and expectations, report cards, promotion, State Standards, grades, attendance, tardies, transportation, the school lunch program, dress code, after-school programs, RTI/MTSS and the PST process. Also, our 5th graders are given the Choice Applications for middle school to share with their parents. In addition, our Guidance Counselor meets with the Guidance Counselors for the student's next school site in order to discuss the needs of the families represented.

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

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise

through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with

Title I and other programs to ensure students' needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention Programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students.

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

As an elementary school, Mariposa provides some initial programs to support students as they learn and grow. Mariposa has a Studio Club that teaches many important aspects of broadcasting, writing scripts, camera use, speaking to an audience, and many technical skills in TV Production, which can lead to interest and participation in Broadcasting Academy where high school students receive TV Production certification. Mariposa has a Safety Patrol Program where students are trained to reinforce the rules and procedures of the school which can lead to student government or leadership roles in middle and high

school as well as careers in leadership and safety. Mariposa has an awesome Music Program that includes chorus and band, which encourages students to choose band and music programs in middle and high school or music careers. In addition, Mariposa has a relationship with Mr. Madden, the drama teacher at Pt. St. Lucie High School. His current drama students participate in teaching our students in 5th grade many drama practices and they may go on to attend Pt. St. Lucie High and participate in that renowned drama program.

Part V: Budget			
1	III.A	Areas of Focus: Single School Culture	\$0.00
2	III.A	Areas of Focus: Standards Based Instruction	\$0.00
3	III.A	Areas of Focus: Differentiated Instruction	\$0.00
Total:			\$0.00