

Explorer K 8



2014-15 School Improvement Plan

Explorer K 8

10252 NORTHCLIFFE BLVD, Spring Hill, FL 34608

www.edline.net/pages/hcsb_ek8

School Demographics

School Type
Combination

Title I
Yes

Free/Reduced Price Lunch
73%

Alternative/ESE Center
No

Charter School
No

Minority
40%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

All stakeholders in our community will work collaboratively to promote an environment of high expectations where all of our young explorers (students) will have the opportunity to receive a quality, interactive education in a nurturing, safe and secure environment.

Provide the school's vision statement

Explore today....Conquer tomorrow!

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Explorer K-8 is a Title I School. Many of the programs provided are family and community based that help Explorer build positive relationships with students and families. These are accomplished with two parental engagement liaisons who work out of our family resources center. Our Parental Engagement Liaisons will have various school events and meetings throughout the school year to assist and educate families.

Teachers use informal surveys at the beginning of the year to learn about their students and their families. Teachers have data chats with students and keep detailed narrative notes as needed.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Explorer has duty stations where teacher and staff monitor students outside and inside the campus. School teachers and staff use school behavior initiatives like Positive Behavior Supports (PBS) to help students feel welcome and safe at school at all times. The school also has a school resource officer which helps maintain safety and help build positive relationships between school and community stakeholders.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Explorer K-8 participates school wide in Positive Behavior Support (PBS). We teach our students positive behavior through our R.O.A.R. expectations which address, Respect, On task behavior, A+ attitude, and Responsibility. Teachers create their classroom management programs based on these expectations and students are rewarded on positive behaviors. Student rewards are provided through experiences and events throughout the school year.

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

Explorer K-8 MTSS Problem Solving Team provides leadership to help all stakeholders comply with the school's MTSS plan. Guidance counselors and behavior specialists provide student support through individual and group meetings. Students are also serviced via; Functional Behavior Assessments (FBA) and Behavioral Intervention Plans (BIP). Guidance and other school staff also

monitor student needs to other behavior plans or other interventions. Our school's behavior analyst review behavior and discipline data via Rti-B to monitor progress to aid student support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Explorer K-8's early warning systems include:

Explorer K-8 MTSS plan utilizes strategies to help students to become successful at school. Using a perfect attendance initiative and a tardy policy, Explorer K-8 has put into place components to help our students strive for academic excellence. Students receive recognition for upholding the ROAR standards.

Attendance: When students fall below the 90 percent attendance rate guidance counselors and the school social worker meet with parents to discuss truancy and develop a plan of action to improve attendance.

Suspensions: Discipline data is reviewed bimonthly during data chats. The Core MTSS SBLT reviews the data to determine behavior interventions for students experiencing one or more suspensions.

Course failure: The Middle School procedure requires that administrators receive quarterly reports from teachers regarding all students who are currently failing courses, plus a submission of a plan of action to close the gaps for those students. Elementary teachers schedule a problem solving meeting with an MTSS/Rtl coordinator when students start exhibiting failing grades. Strategies are implemented which are designed to close gaps.

Level 1 state assessments: Middle School students who earned a Level 1 in Reading or Math are placed in Intensive Courses in place of electives. Intensive Math and Reading teachers use interventions to close the gaps between poor performing students and their grade level peers, as evidenced by progress-monitoring data.

Provide the following data related to the school's early warning system

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		
Attendance below 90 percent	16	40	15	11	6	9	15	12	21	145	
One or more suspensions	3	8	16	13	17	0	0	0	0	57	
Course failure in ELA or Math	14	11	7	13	4	3	0	2	1	55	
Level 1 on statewide assessment	0	0	0	49	46	49	50	72	80	346	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students exhibiting two or more indicators	2	6	5	19	14	16	16	17	29	124	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

When students are identified by teachers as not meeting grade level benchmarks, Tier 2 interventions are put into place immediately. These interventions are designed to meet the specific areas of

deficiency. If students are unable to close the gap with the interventions in place, the MTSS team meets to problem solve and evaluate the need for Tier 3 interventions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188872>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the scheduling of monthly Title I committee meetings, held in conjunction on the same night with PTSA and SAC, we are able to sustain and nurture our partnerships with the local community. All stakeholders are provided information on the status of student achievement and are given the opportunity to review and evaluate the school's goals for improvement. The Title I Parental Engagement Liaisons collaborate with all stakeholders to provide highly effective parent workshops. They are able to utilize this partnership to secure resources that will be used to support student achievement. In addition to encouraging parents/families to attend our leadership meetings (Title I committee, PTSA, SAC, Literacy Leadership Team and Family Involvement Team-District) we also partner with community organizations. During our Annual Title I meeting we have invited the following groups: Hernando County Library, Hernando County Parks and Recreation, FDLRS Gulfcoast, Hernando County School's ESE Parent Liaison, NAMI (National Alliance on Mental Illness), SWAT (Students Working Against Tobacco) and local business partners to help support our school. We survey the participants after each parent event to obtain feedback on how the process is working to ensure the partnerships are sustained.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Kidder, Barbara	Principal
DiTucci, Lillian	Assistant Principal
Weed, Donald	Assistant Principal
Witt, Roxanne	Other
El Yamani, Dana	Administrative Support
Franz, Sean	Administrative Support
Ashurst, Tammy	Other
Barrett, Melinda	Instructional Coach
Fischer, Jocelyn	Instructional Coach
Spoelma, Diane	Other
Baker, Donna	Guidance Counselor
Sardogan, Carmela	Guidance Counselor
Ridenour, Ana	Guidance Counselor
Baroudi, Jason	Instructional Coach
Healy, Chris	Instructional Coach
Kline, Crystal	Psychologist

Duties

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

Principal (Mrs. Barbara Kidder): Provides a common vision that leads and guides the team's decision making and procedure development. She supports and emphasizes the use of data based decisions, ensures the school based team is implementing MTSS and that all school members are employing intervention support and documentation based on grade level PBS/Rtl team decisions, and communicates with all school stakeholders' relevant MTSS plans and activities. She meets with each team (elementary) and department (middle school) for data chats using progress monitoring data. These meetings address school-wide and grade level data to help identify and address data trends.

Assistant Principals (Mrs. Lillian DiTucci and Mr. Donny Weed): Support the principal's vision that leads and guides the team's decision making and procedure development. They support and emphasize the use of data based decisions, ensure the school based team is implementing MTSS and that all school members are employing intervention support and documentation based on grade level PBS/Rtl team decisions, ensure MTSS professional development is provided to staff, and communicate with all school stakeholders' relevant MTSS plans and activities. They both address grade level, classroom, and individual data by conducting classroom walk-throughs to monitor the fidelity of instruction and interventions.

Elementary Assistant -- Rtl Coordinator (Dana El Yamani): Supports the principal's vision and guides the team's decision making and procedure development. She facilitates individual student meetings and participates in the collection, interpretation, and analysis of data by facilitating and monitoring the intervention plans. She provides support for intervention fidelity and documentation. She provides MTSS professional development and technical assistance for problem-solving activities for all elementary teachers. Instructional Practice Coach (Chris Healy) supports the school's MTSS process for all middle school teachers. He provides professional development and technical assistance for problem-solving activities school-wide.

Teacher on Special Assignment -- Dean of Students (Sean Franz): Supports the principal's vision and actively participates in data driven grade level PBS/Rtl meetings to determine Tier 1 and Tier 2

interventions for PBS. He attends individual student meetings and participates in the collection, interpretation and analysis of data.

Title I Facilitator (Diane Spoelma): Supports the principal's vision that leads and guides the team's decision making and procedure development. She supports and emphasizes the use of data based decision, ensures the school based team is implementing MTSS and that Title I regulations are adhered to, provides MTSS professional development to staff when appropriate, and communicates with all school stakeholders relevant MTSS plans and activities. She has a special role to relay information from district Title I meetings to the school based MTSS team. She is responsible for the coordination and integration of federal, state, and local services and programs for EK-8.

Assessment Teacher (Roxanne Witt): She gathers and disaggregates school assessment data; identifies and analyzes problem areas within the data; organizes, supports and monitors assessments and screenings being given at grade level or school-wide.

Guidance Counselors (Carmela Sardogan, Donna Baker and Ana Ridenour): They collect, analyze, and interpret school-wide, grade level, subgroup and individual student data. They facilitate the development/adoption of intervention plans, forms and procedures. They provide professional development, support, and technical assistance for problem-solving activities, including data collection, data analysis, and intervention planning. They attend individual student meetings based on the grade levels they serve.

School Behavior Specialist (Tammy Ashurst): She provides assistance with the implementation and monitoring of the school-wide Positive Behavioral Support (PBS) component of MTSS. She provides interventions and documentation strategies for all teachers. She develops and conducts professional development in-service activities to provide staff with additional information on: basics of behavior analysis; data collection; antecedent control of behaviors; effective use of consequences and aggression control or prevention.

School Psychologist (Crystal Kline): She participates in collection, analysis, and interpretation of school-wide, grade level, subgroups and individual student data. She facilitates development/adoption of intervention plans, forms, and procedures. She provides MTSS professional development, support, and technical assistance for problem-solving activities, including data collection, data analysis, and intervention planning. She attends and participates in grade level PBS/Rtl grade level meetings, and provides support for intervention fidelity and documentation.

Instructional Practice Coaches (Melinda Barrett, Jason Baroudi, Chris Healy, and Jocelyn Fischer): They actively participate in data driven team and department level MTSS meetings to determine Tier 2 and Tier 3 interventions. Additionally, they are involved in determining additional resources to use with Tier 3 students. They train staff on chief programs and processes related to subject areas and provide support through the coaching cycle for Tier 1 instruction.

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

Explorer K-8 school's SBLT will focus on solving problems identified with our student performance data; using current data the team will identify school-wide, grade level, and subgroup problem areas and apply problem solving techniques to design appropriate researched based interventions and strategies aimed at improving these problem areas. The team will meet bi-monthly to discuss current assessment data such as FAIR, SAM, Pearson SuccessMaker progress monitoring data, etc. We will analyze school-wide level, grade level, individual teacher and then subgroup data. Based on this information the team will develop interventions for the problem areas, identify professional development needs, then communicate with and train the staff. Various members of the team will meet on an as needed basis with grade level PBS/Rtl teams to assist in data analysis, problem solving, and focus lesson development; persistent problems will be brought back to the group's bi-monthly meetings for further investigation.

Individual student data, both Academic and Behavioral, is the basis for determining the development and implementation of the School Improvement Plan (SIP). SIP development team teachers survey the staff, analyze student performance, discipline, and attendance data, and then develop the goals, barriers, strategies and evaluation processes and tools aimed at improving student performance at EK-8. Bi-weekly MTSS team meets to examine new student performance data. The MTSS problem solving process is applied to the new data; data is analyzed, problem areas identified, interventions developed, and tracking methods established, then trainings and interventions are applied which are all designed to meet the SIP goals. The MTSS committee re-evaluates these strategies as they review the next set of performance data and modifications are made when data indicates a need to fine-tune strategies. The MTSS team determines school-based, grade level, and subject-level needs. In addition, the team ensures students are receiving appropriate Tier 1, 2 and 3 services/interventions with fidelity. The team further evaluates the professional development needs of the staff and appropriate tools for the overall implementation of MTSS to increase successful infrastructure development.

Explorer K-8 is a school-wide Title I program. Following the Technical Assistance guideline provided by the LEA District Title I department, Explorer K-8 is dedicated to providing a supplementary Title I education service for all students. The Title I Facilitator (TIF) and two Parental Engagement Liaisons (PELs) will collaborate with the District's Coordinator of Family Involvement to build home support networks that will facilitate targeted student success. The TIF and PELs will coordinate with the SBLT to provide tutoring for targeted students based on the previous school year data: FCAT, FAIR and SAM scores. The Title I (Part A) services at Explorer K-8 will be coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English Language Learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplemental services for our disabled students (SWDs). District Title I funds are used to provide a specialized social worker who serves as the district's homeless liaison and who coordinates exemplary local public school homeless education programs and services.

During the end of the year Title I Comprehensive Needs review it has been determined that there is a need for increasing the amount of time for instruction in reading, math, writing and science for a select targeted student population. Using criteria formulated by the MTSS's Rtl process, students will be invited to attend the Title I Extended Learning program. The students will be monitored by the tutors (highly qualified teachers) using a pre/post test data. The targeted students will have their individual progress analyzed and reported to all stakeholders. Pearson SuccessMaker data will be cross-referenced with State assessment tests and Performance Matters data to determine effectiveness of the Title I Extended Learning program.

Explorer K-8 Data Chats with core curriculum teachers during scheduled times will be used to discuss changes in instruction, strategies, and/or school improvement activities. Teachers will work in collaboration with the Instructional Practice Coaches (IPC) to disaggregate the student data for core curriculum. Title I has funded professional development on Learning Focus Strategies (LFS) to help facilitate the common vision and goal for EK-8's school improvement. The IPC associated with blended technology will be working with KG, 3rd and middle school math and science teachers. All of these teachers will be utilizing Promethean board technology to increase student engagement in the classroom.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Gary Korman	Parent
Christine Foltz	Parent
Barbara Nassar	Parent
Lou Labretti	Parent
Amy Laskowski	Parent
James Thedford	Parent
Dawn White	Parent
Danielle Chechile	Parent
Heather Dono	Parent
Crystal Silverthorn	Parent
Cindy Perretti	Business/Community
Beth Bruno	Business/Community
Loretta Darmstadt	Teacher
Gisette Korman	Teacher
Brittany Sessa	Teacher
Judy Holmes	Teacher
Jeannine Rotella	Teacher
Jessica Matos	Teacher
Barbara Kidder	Principal
Jason Yungmann	Teacher
Kathleen Reitz	Teacher
Sandy Eads	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Title I provided a rubric for SAC members to evaluate the criteria in the School Improvement Plan. Each member was allowed the opportunity to express concerns and give feedback on the school's goals and objectives. SAC members agreed that the SIP goals had been met with satisfaction.

Development of this school improvement plan

SAC members are invited to contribute suggestions on the direction of the goals for the 2014-2015 school year. The draft SIP is presented to the committee for review, revision and approval by all stakeholders. A checklist of mandatory components is given to the SAC members to evaluate the draft, which will enable all stakeholders to voice their agreement or disagreement on the draft.

Preparation of the school's annual budget and plan

The school's SAC annual budget is presented to the committee so that the members are aware of how all monies are being spent. This allows the committee to be constantly updated on the status of the budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

In the year 2013-2014 \$2,200.00 was spent on Positive Behavior Supports providing school-wide incentives and the cabinet in which to store them.

\$910.10 was spent on the printing of planners for all grade levels.

\$500.00 was used to purchase incentives for attendance.

\$344.20 was used to purchase the book "Enhancing the Professional Practice, a Framework for Teaching" for the mentoring program.

\$200.00 purchased class sets of Civics books to supplement the core classroom curriculum

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Kidder, Barbara	Principal
DiTucci, Lillian	Assistant Principal
Weed, Donald	Assistant Principal
Fischer, Jocelyn	Instructional Coach
El Yamani, Dana	Administrative Support
Franz, Sean	Administrative Support
Curtis, Mary	Teacher, K-12
Demaris, Chrissy	Teacher, K-12
Graff, Sue	Teacher, K-12
Hess, Shannon	Teacher, K-12
Holmes, Judy	Teacher, K-12
Kruck, Jen	Teacher, K-12
Langdon, Jessica	Teacher, K-12
Leonard, Jennifer	Teacher, K-12
Montgomer, Marjorie	Teacher, K-12
Pease, Shannon	Teacher, K-12
Sessa, Brittany	Teacher, K-12
Foltz, Christie	SAC Member
McAfee, Sonya	SAC Member
Mechler, Sharon	SAC Member
Nassar, Barbara	SAC Member
Todd, Tom	Teacher, K-12
Yungmann, Jason	Teacher, K-12
Yarin, Joanne	Teacher, K-12
White, Dawn	SAC Member
Seitz, Bethany	Teacher, K-12
Darmstadt, Loretta	Teacher, K-12
Ollivent, Amy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Explorer K-8 Literacy Leadership Team meets monthly to review relevant data such as FCAT scores, FAIR-FS assessments, placement tests, writing assessments, Lexile scores, and fluency scores to determine literacy goals for the school. The Literacy Leadership team analyzes the data to determine creative and motivational ways to increase the literacy levels of each learner. The Literacy Leadership members represent their grade level teams or departments and communicate recommendations for professional development as they relate to literacy and student needs. The Literacy Leadership Team will organize and implement approved literacy activities as a means to motivate and reward students. The Literacy Leadership Team also reviews the latest reading research and published articles to determine implementation at the school level to positively affect literacy outcomes.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Explorer K-8 utilizes many strategies which promote a positive work environment for the staff. These strategies apply to all grade levels and include: Sunny Side Up Committee, Spirit Committee, Relay for Life team, Book Club, Attendance committee, walk-through recognitions from administration "Roaring to Excellence", Teacher of the Week recognition, general recognition award, Literacy Leadership, team meetings, data chats, mentoring program, school wide share drive, Professional Learning Communities (PLC), Positive Behavior Support (PBS) teams, Multi-tiered System of Support (MTSS) team, School Based Leadership team (SBLT), Instructional Practices Coaches (IPC), membership of the Parent, Teacher, Student Association (PTSA), recognition of parent engagements, and we receive multiple benefits of being a Title I school. These strategies will be discussed in detail below.

Sunny Side Up Committee: This committee is dedicated to supporting the staff as a positive presence on campus. The committee is responsible for 2 picnics a year which are open to all staff members. The committee is also responsible for commemorating milestones in staff's lives – births, weddings, deaths. All staff members are encouraged and invited to join.

Spirit Committee: The Spirit Committee is charged with the task of promoting school spirit on the campus. Grade levels have chosen a color which represents their team, and will wear on spirit days. The committee also plans a "Spirit Week", the week of the first football game of the year. This week is celebrated by staff and students alike. All staff members are encouraged and invited to join.

Relay for Life Team: This team was created to participate in the annual Relay for Life event held in Hernando County each spring. The team is responsible for fundraising, creating camp decorations, and at least one member of the team is on the track for the 24 hours that the event runs. All staff members are encouraged and invited to join.

Book Club: This club was created by teachers to encourage literacy on the staff level. Monthly a new book is chosen by the club to read and then discuss. All staff members are encouraged and invited to join.

Attendance Committee: The Attendance Committee is responsible for developing strategies to increase attendance at Explorer K-8. This committee also plans out monthly rewards for those students who have perfect attendance for that month. All staff members are encouraged and invited to join.

"Roaring to Excellence" recognitions: During walk-through observations, administration will make note of best practices being observed on this form. These forms are displayed in the training room for all staff members to see. Weekly the forms will be used as a drawing for a reward for a teacher for being Teacher of the Week.

General recognitions: Staff members may nominate/thank other staff on this form. These recognitions are read to entire staff at monthly breakfast celebrations.

Literacy Leadership: Staff members and parents are invited to join this committee, which promotes all aspects of literacy. This committee plans activities for Literacy Week and Read Across America. This group also sponsors a monthly writing activity and rewards a winning student from each grade level.

Team Meetings: Staff members will meet with their grade level peers (elementary level), and department peers (middle school level) in a PLC setting every 7 days. All team leaders (elementary and middle) meet once a month with administration, elementary team leaders meet once an month and middle team leaders meet once a month. These meetings allow for administration to share information from the district office, and staff will discuss any concerns and voice questions. These meetings also allow staff to share best practices and materials found, help each other problem solve and build comradery.

Data Chats: Teachers meet with their team/department with administration and Instructional Practices Coaches to discuss the most current data for the students they serve. These teacher led discussions are an opportunity for teachers to discuss the assessments that their students have recently completed and any barriers that were found from those assessments. Teachers are able to then discuss plans to help those students who will need remediation based on their performance. These meetings are also an

opportunity for teachers to begin the MTSS process by discussing their students who they feel need to progress from tier 1 instruction to receiving tier 2 interventions (or if receiving tier 2 and need to progress to tier 3).

Mentor Program: Clinical Educator Trained staff are paired with new teachers to serve as a mentor. Mentors and mentees meet to discuss any issues/concerns/questions at least once a month. This program allows veteran teachers to assist new teachers in learning the culture of the campus and answer questions that the mentee may be too embarrassed to ask administration.

Campus wide 'Share Drive': All staff members have access to a share drive on the school's server. Grade levels and departments share lessons, assessments and other resources with each other in this forum. Teachers are able to also access lesson ideas from other grade levels for students who may require enrichment or remediation.

Professional Learning Communities: PLC's are provided to all staff members throughout the year on a number of topics. Topics are chosen based on the needs of the staff in relation to the School Improvement Plan. PLC's are site based, led by school and district staff.

Instructional Practices Coaches: Explorer K-8 has four IPC's for the 2014-2015 school year. Each of the coaches is focusing on specific areas of instruction (reading/writing, math/science, technology), but all are available to assist teachers in any area of need. IPC's provide trainings (mainly in the form of PLC's), model lessons, assist teachers in development of lessons, help acquire materials needed by teachers, assist administration in mentoring teachers, act as contact person between the district and teachers, and work with the Title I facilitator and administration.

Positive Behavior Support: Explorer K-8 currently implements this program which addresses problem behavior within a Response to Intervention (RtI) framework. This program builds an environment where positive behavior is recognized and rewarded and problem behavior is addressed in a meaningful way through the use of interventions and a tiered system of leveled support. The focus on positive behaviors allows teachers to build a classroom environment where less time is spent on problem behaviors, taking away from instructional time. The school wide system allows for students to know expected behaviors at all times, which also minimizes problem behaviors.

Multi-tiered System of Support - Formally known as Response to Intervention (RtI), MTSS is used in both academic and behavioral settings at Explorer K-8. This system is used to develop an individualized plan for students who are demonstrating a need for additional support. The MTSS team consists of teachers, administration, and ESE personnel. Interventions are chosen based on the student's data. Interventions are re-visited after a determined amount of time to determine if they are being effective. This system allows teachers to ensure that their students are receiving the additional support necessary to be successful.

Parent Teacher Student Association- Explorer K-8 is member of the PTSA, our staff includes the President of the county chapter and the state level secretary. Our school based group has membership including staff, community members and students. This group donates money to classrooms, sponsors staff events, sponsors events for students, works alongside Title I to provide supplies for families.

Title I - Explorer K-8 qualifies for the Title I program with a population of 71.9% of students who qualify for free or reduced lunch. Title I funding is being used currently to fund the following staff positions: four Instructional Practices Coaches, two math resource teachers (middle school level), two Parent Engagement Liaisons, and Title I Facilitator. The funding also provides materials for parent workshops, a parent resource center, extended day tutoring, site wide access to SuccessMaker, and has recently purchased 35 Promethean boards.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Explorer K-8 is a Title I school, therefore all teachers MUST be highly qualified in order to obtain employment on our campus. All teachers new to our school are given a "Welcome to our school" training and problem solving session before school begins as support staff is introduced and school-wide expectations and programs are explained. A mentoring program is provided for all probationary contract teachers. The teachers chosen to be mentors have successfully completed the state level Clinical

Educator Training and have volunteered to take on a mentee. This program allows new staff members to have a 'go-to' person with questions they may not feel comfortable asking their team leader or administration. Developing professional relationships helps retain these highly qualified teachers as well.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Explorer K-8's mentoring program requires that all probationary contract teachers employed on our campus are assigned a highly qualified mentor who has successfully completed the Clinical Educator's Training. These probationary teachers are matched to CET trained educators who teach either at their grade level or one grade level above or below. In middle school, mentees are matched to mentors who are experienced in their department's instruction, and ESE teachers are matched to ESE certified instructors who most closely match the needs of the mentee as based on a needs analysis. The mentors are required to meet with their mentees at least once a week, complete a needs analysis on their mentee, and observe them during instructional time at least 30 minutes per semester. Mentors and mentees meet as a group on the first Tuesday of each month to collaborate, problem-solve, and provide support. The mentees are provided with opportunities to research the Four Domains of the Charlotte Danielson model, and present to the group suggested artifacts to build their portfolios.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Explorer K-8 is a school-wide Title I school and is required to comply with all audited components of ESEA-NCLB in order to receive its allocation for federal funding from the LEA. The first method of documentation of compliance is through the School Improvement Plan/School-wide Plan (SIP/SWP). The second documentation is through a well-organized Title I audit file. The NCLB has identified Ten Components which must be integrated into the SIP/SWP in order for the plan to be in compliance. Explorer K-8 completed the comprehensive needs assessment (CNA) for the entire school based on data associated with FL DOE school grading system. Using this data the school determined the effectiveness methods and instructional strategies needed to strengthen the core instructional programs aligned to Florida's standards. Title I funds are used to support the core instructional programs by providing additional supplemental materials in the classroom. Explorer K-8 also increases the amount and quality of learning by providing additional classroom resources or extended learning programs.

Explorer K-8 administration and SBLT ensure our core instructional programs and materials are aligned to Florida's standards by hiring highly qualified teachers who develop lesson plans which are standards based. The teachers use district purchased textbooks in all subjects approved by the FL DOE and are trained on how to implement the Florida's standards in their teaching. Explorer K-8 administration conduct walk-throughs to observe the lessons being taught and provide feedback using Danielson.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Explorer K-8 MTSS team meets with all core curriculum teachers on a monthly bases to disaggregate student data to determine areas of weaknesses in the curriculum. Teachers are

required in grades K-5 to track their students' individual data and remediate students using Pearson SuccessMaker software and other Tier 2 and 3 materials as provided by District purchased curriculum. All core curriculum teachers have received professional development on Learning Focus Strategies and are required to differentiate instructions to students. Administration use walk-through documentation to ensure effective strategies are being utilized in the classrooms. Performance Matters data will be analyzed to determine levels of student growth and progress.

To facilitate students who have been identified as below proficiency on state assessment tests, Title I has hired two Math Resource teachers. Students who scored low on the state assessment tests are placed in the classes to receive additional differentiated instruction in a small group setting.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

Explorer K-8 is a school-wide Title I program. During the Comprehensive Needs Assessment (CNA), it was determined that there is a need for increasing the amount of time for instruction in reading, math, writing and science for a selected targeted student population. Using criteria formulated by the MTSS's RtI process, students will be invited to attend the Title I Extended Learning tutoring program. This process will ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement receive effective, and timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide significant information which to base effective assistance.

Strategy Rationale

Students in grades 3-5 will come after school for 75 minutes on Tuesdays and Thursdays for up to 1,800 minutes to receive additional instruction in reading (with incorporated content specific science and social studies) and math, using the SuccessMaker program and small group instruction with a highly qualified teacher. Students who are in the lowest 25% in each grade level, as well as all students who scored a level 1 or 2 on state assessments will be invited to attend. Middle school students (grades 6-8) will be invited to utilize the SuccessMaker program before school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Spoelma, Diane, spoelma_d@hcsb.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students data will be monitored by the tutors (highly qualified teachers) using pre/post test data. All students will be utilizing the Pearson SuccessMaker program, and reports will be run to show individual growth in either reading or math. The Title I lab manager will provide the MTSS team reports to help monitor the progress of students and allow the students' classroom teachers to use the data for RtI monitoring. At the end of the Extended Learning program, the Title I Facilitator will disaggregate the student performance data and complete the LEA data analysis report.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the 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

Pre-Kindergarten to Kindergarten: Explorer K-8 holds a “Kindergarten Round-Up” event in the spring, which parents are invited to so they can register their child(ren) for Kindergarten. Parents will also be able to meet the kindergarten teachers, join the PTSA or SAC, find out about the Title I program, FDLRS and the public library, and will receive a packet of introductory work to use with their child over the summer. Teachers will administer a preliminary assessment to the students to establish a base line of data.

Elementary to Middle School: Fifth grade students transitioning to middle school are given the opportunity to ‘shadow’ a middle school student for a day. The students are also introduced to the different electives that they are able to sign up for through a presentation by the elective teachers and students who are currently enrolled in the electives. Fifth grade students are also able to join a chorus club or band club to begin developing skills that they will use when enrolled in the electives the next school year.

Middle to High School: Middle school students transitioning to high school are given the opportunity to visit Pasco-Hernando State College for a day to learn about what they will need to start working on to be prepared for college entrance by the end of their high school career. The students learn about the academic and financial expectations that entering college will bring. The day long trip allows the students to ask any questions they may have and discuss any concerns with the staff members of the college. By exposing the students to this information before entering high school, it allows the students and their families to begin an academic and financial plan before it is too late.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Explorer K-8 offers through the Hernando E-school, an opportunity for the middle school students to earn an industry-certification in Microsoft Word.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Explorer K-8 offers multiple academic courses which students can enroll in which will assist them in their high school courses leading towards their future careers. These courses include courses in the arts (band, chorus, art), foreign language (Spanish), and technology. Courses on higher levels are also available through the e-school program that is offered through the county. Students can also enroll in courses available through Florida Virtual School.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase. 1a

G044714

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	80.0

Resources Available to Support the Goal 2

- Instructional Practices Coaches
- Support personnel
- Supplemental materials
- Professional Learning Communities
- Edviation
- Cpalms
- Administrators
- Problem Solving Teams for Elementary and Middle School

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with the process of planning from an assessment.
- Teachers are unaware of the various resources available and how they are connected to the Florida Standards
- Due to recent changes in state standards, teachers do not have the experience in writing common assessments that reflect the rigor and intensity of the standard.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase. **1**

 G044714

G1.B3 Teachers are unfamiliar with the process of planning from an assessment. **2**

 B113967

G1.B3.S1 Teachers will be provided with professional development to learn how to backward plan their lessons to help students become proficient on common, standards-based assessments. **4**

 S133944

Strategy Rationale

Due to curriculum pacing guides and past District practices, teachers are unfamiliar with the process of planning from an assessment.

Action Step 1 **5**

Professional Development, "Unpacking the Standards", will be provided.

Person Responsible

Dana El Yamani

Schedule

On 10/3/2014

Evidence of Completion

Sign in sheets, agendas, materials provided, powerpoints

Action Step 2 5

Professional development, "Vertical Planning", will be provided.

Person Responsible

Dana El Yamani

Schedule

Daily, from 5/18/2015 to 5/22/2015

Evidence of Completion

Sign in sheets, agendas, materials provided, powerpoint, a vertical plan

G1.B4 Teachers are unaware of the various resources available and how they are connected to the Florida Standards 2

 B113968

G1.B4.S1 Teachers will be provided with time and opportunity to explore the resources available to them, which will enable teachers to collaborate and create more meaningful and focused lessons. 4

 S125461

Strategy Rationale

If teachers have the time to collaborate across teams and grade levels, then they will be able to deliver standards based instruction that will increase student engagement and achievement.

Action Step 1 5

Professional Development, "Differentiating Instruction through MTSS", will be provided.

Person Responsible

Dana El Yamani

Schedule

Daily, from 10/7/2014 to 10/16/2014

Evidence of Completion

Sign-in sheets, Agenda, Materials provided, "Walk to Intervention" schedules, Training Powerpoints

Action Step 2 5

Professional Development, "Collaboration and Planning", will be provided.

Person Responsible

Dana El Yamani

Schedule

Daily, from 1/8/2015 to 1/14/2015

Evidence of Completion

Sign in sheets, Agenda, Materials provided, training powerpoints

Action Step 3 5

Professional Development, "Promethean in the Classroom" will be provided

Person Responsible

Dana El Yamani


Schedule

Weekly, from 8/11/2014 to 5/29/2015


Evidence of Completion

Walkthrough recording documents with evidence of self-created flipcharts

G1.B5 Due to recent changes in state standards, teachers do not have the experience in writing common assessments that reflect the rigor and intensity of the standard. **2**

 B113969

G1.B5.S1 Teachers will be given time and resources to collaborate in writing assessments that reflect the rigor and intensity of the Florida Standard. **4**

 S134001

Strategy Rationale

The assessments provided by the curriculum companies do not match the formatting and/or rigor of the state assessment.

Action Step 1 **5**

Professional Development, "Facilitated Lesson Planning" will be provided.

Person Responsible

Dana El Yamani

Schedule

Daily, from 11/17/2014 to 11/21/2014

Evidence of Completion

Sign in sheets, agendas, materials provided, powerpoints, etc.

Action Step 2 **5**

Professional Development, "Collaborating and Writing Standards Based Lessons," will be provided.

Person Responsible

Dana El Yamani

Schedule

Daily, from 2/23/2015 to 2/27/2015

Evidence of Completion

Sign in sheets, agendas, materials provided, powerpoints, etc.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Professional Development, "Unpacking the Standards", will be provided.	El Yamani, Dana	9/25/2014	Sign in sheets, agendas, materials provided, powerpoints	10/3/2014 one-time
G1.B4.S1.A1	Professional Development, "Differentiating Instruction through MTSS", will be provided.	El Yamani, Dana	10/7/2014	Sign-in sheets, Agenda, Materials provided, "Walk to Intervention" schedules, Training Powerpoints	10/16/2014 daily
G1.B5.S1.A1	Professional Development, "Facilitated Lesson Planning" will be provided.	El Yamani, Dana	11/17/2014	Sign in sheets, agendas, materials provided, powerpoints, etc.	11/21/2014 daily
G1.B4.S1.A2	Professional Development, "Collaboration and Planning", will be provided.	El Yamani, Dana	1/8/2015	Sign in sheets, Agenda, Materials provided, training powerpoints	1/14/2015 daily
G1.B5.S1.A2	Professional Development, "Collaborating and Writing Standards Based Lessons," will be provided.	El Yamani, Dana	2/23/2015	Sign in sheets, agendas, materials provided, powerpoints, etc.	2/27/2015 daily
G1.B3.S1.A2	Professional development, "Vertical Planning", will be provided.	El Yamani, Dana	5/18/2015	Sign in sheets, agendas, materials provided, powerpoint, a vertical plan	5/22/2015 daily
G1.B4.S1.A3	Professional Development, "Promethean in the Classroom" will be provided	El Yamani, Dana	8/11/2014	Walkthrough recording documents with evidence of self-created flipcharts	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase.

G1.B3 Teachers are unfamiliar with the process of planning from an assessment.

G1.B3.S1 Teachers will be provided with professional development to learn how to backward plan their lessons to help students become proficient on common, standards-based assessments.

PD Opportunity 1

Professional Development, "Unpacking the Standards", will be provided.

Facilitator

Diane Welch, Gina Michalicka

Participants

Grade levels: Kindergarten - 5th Grade

Schedule

On 10/3/2014

PD Opportunity 2

Professional development, "Vertical Planning", will be provided.

Facilitator

Jocelyn Fischer

Participants

Grade levels: Kindergarten - Grade 8

Schedule

Daily, from 5/18/2015 to 5/22/2015

G1.B4 Teachers are unaware of the various resources available and how they are connected to the Florida Standards

G1.B4.S1 Teachers will be provided with time and opportunity to explore the resources available to them, which will enable teachers to collaborate and create more meaningful and focused lessons.

PD Opportunity 1

Professional Development, "Differentiating Instruction through MTSS", will be provided.

Facilitator

Christopher Healy

Participants

Grade levels: Kindergarten - Grade 8

Schedule

Daily, from 10/7/2014 to 10/16/2014

PD Opportunity 2

Professional Development, "Collaboration and Planning", will be provided.

Facilitator

Christopher Healy

Participants

Grade levels: Kindergarten - Grade 8

Schedule

Daily, from 1/8/2015 to 1/14/2015

PD Opportunity 3

Professional Development, "Promethean in the Classroom" will be provided

Facilitator

Jason Baroudi

Participants

Kindergarten, 3rd grade and Middle School Math and Science

Schedule

Weekly, from 8/11/2014 to 5/29/2015

G1.B5 Due to recent changes in state standards, teachers do not have the experience in writing common assessments that reflect the rigor and intensity of the standard.

G1.B5.S1 Teachers will be given time and resources to collaborate in writing assessments that reflect the rigor and intensity of the Florida Standard.

PD Opportunity 1

Professional Development, "Facilitated Lesson Planning" will be provided.

Facilitator

Melinda Barrett

Participants

Grades Kindergarten - Grade 8

Schedule

Daily, from 11/17/2014 to 11/21/2014

PD Opportunity 2

Professional Development, "Collaborating and Writing Standards Based Lessons," will be provided.

Facilitator

Melinda Barrett

Participants

Grades Kindergarten - Grade 8

Schedule

Daily, from 2/23/2015 to 2/27/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase.	0
Grand Total	0

Goal 1: If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase.		
Description	Source	Total
B4.S1.A3	Title I Part A	0
B5.S1.A2	Title I Part A	0
Total Goal 1		0