

# Archer Elementary



2014-15 School Improvement Plan

## Archer Elementary

14533 SW 170TH ST, Archer, FL 32618

<http://www.sbac.edu/pages/acps>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

60%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

43%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

B

A

A

### School Board Approval

This plan is pending approval by the Alachua County School Board.

### 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Archer Elementary is to establish an educational setting where students have an opportunity to develop into well rounded individuals. Through strong academics and a focus on the whole student, we strongly believe every child can reach their potential. Archer will provide each student with the necessary skills to become life long learners.

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

The vision at Archer Elementary is to have every student:  
Develop leadership qualities to help them in life  
Build a strong academic foundation in the areas of language arts, math, science, writing  
Be compassionate and caring of others  
Develop an understanding of community and relationships

#### School Environment

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

Archer Elementary builds a strong understanding of culture by respecting and celebrating the diversity of students. Classrooms are created with diversity to give students the opportunity to build relationships with others. Teachers and students engage in academic lessons that allow for conversation to understand the diversity between students and teachers.

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

Archer Elementary creates an environment where students, parents, and staff respect each other. Administrators are highly visible and maintain an open door policy to both students and parents. Teachers and parents work together to solve problems and plan for success. Teachers and administrators lead by example and demonstrate the leadership qualities we like to see in our students.

##### **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**

Archer Elementary uses Positive Behavior Systems (PBS) as a school wide discipline plan. The PBS system allows for school wide rules that are posted across classrooms and campus. The staff uses positive reinforcement throughout the day to help support PBS. Teachers also use a referral system to document student behavior. This data is then used in our RTIB reports to track students. The Behavior Resource Teacher manages student behavior and trains staff on strategies to positively affect behavior across campus. Teachers and administrators also work along side parents to openly communicate behavior concerns. They work together to develop strategies and follow through with interventions put into place.



**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**

Archer Elementary students are provided services that focus on the social emotional well being of all students. The Behavior Resource Teacher and Guidance Counselor provide support to students that have behavior goals. They meet with these students to proactively help with concerns. The guidance counselor creates student groups to mentor and discuss both school and non school related topics. A team approach has allowed for open communication between students and staff.

**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**

Attendance - Archer Elementary school teams with the district truancy officer to review attendance records. The school's database and principal discuss on a daily basis targeted students.  
Suspensions - The Behavior Resource Teacher documents and records behavior data using the RTI B system. This system allows for administration to track and monitor student behavior and pin points different interventions.  
ELA/ Math Level 1 - Tier 3 interventions are implemented using the RTI process. Students at risk of level 1 are identified and targeted through data chats and EPT meetings.

**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	
Attendance below 90 percent	3	6	3	6	3	5	26
One or more suspensions	0	1	2	2	1	2	8
Course failure in ELA or Math	3	5	6	3	1	4	22
Level 1 on statewide assessment	0	0	0	11	12	14	37

*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	
Students exhibiting two or more indicators	1	1	1	2	1	2	8

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

Tier 3 interventions for students identified through RTI and Title 1  
small group instruction with a focus on areas of concern  
differentiation in lesson planning with focus by principal  
EPT meetings  
Positive Behavior Systems using RTI B data

**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 available at the school site.

**Description**

Increase the percentage of parents who participate in school activities

**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**

Archer Elementary works closely with the City of Archer and Santa Fe College Davis Center to help promote the school and extend opportunities to the students and parents. The City of Archer invites the school to participate in the Junior City Commission. This program engages or students in the local government. The Santa Fe Davis Center along side the elementary school hosts two parent nights. This opportunity allows for a math and science night where students and parents can work together to create activities they can do at home. The Davis Center also invites the current 4th and 5th grade students to tour the building and sit in college level classes. This opportunity gives students a first hand look at a college campus.

**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
Tomlinson, Cory	Principal
Karas, Casey	Instructional Coach
Whiddon , Daniel	Dean
Ferris , Barbara	Guidance Counselor

**Duties**

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

The RtI team (minus Title I teachers and classroom teachers) meets weekly as the Leadership Team to discuss student progress and review student data. These meetings are led by the Principal. Meetings are held regularly with the teachers and CIMS Facilitator (with others joining as needed) to review student data and progress in interventions. Student data is reviewed to identify if students are making progress in the intervention group or if the intervention needs to be revised. The team also identifies professional development needs and resources.

**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**

Principal: Provides a common vision for data-based instructional decision making, provides RtI training for staff to support the RtI process, ensures implementation of intervention support and documentation, communicates with parents regarding the RtI process, regularly meets with the leadership team to review student data of students in the RtI process.

Guidance Counselor: Organizes Educational Planning Team meetings that include members of the RtI Team (leadership team members, teachers, and parents), conducts observations, participate in and lead professional development in the RtI process, has on-going conversations with the school psychologist regarding students in the RtI process, works with teachers to chart student data.

School Psychologist: Participates in Education Planning Team meetings, when possible; assists teachers in charting student data; assists with collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention, as needed.

Curriculum Resource Teacher: Assists teachers with implementation of core and supplemental curriculum; test coordinator for the school; reviews test data to determine at-risk students; attends Educational Planning Team meetings, as appropriate; assists teachers in developing interventions for students; assists in data collection, data analysis, progress monitoring; makes decisions based on student assessment data; helps identify and places students in intervention groups; conducts observations.

CIMS Facilitator: Facilitates and supports data collection, data analysis, data driven decision making; provides professional development and support in data analysis and data driven decision making; assists teachers in the development of lessons for both core and supplemental instruction; RtI Facilitator; attends Educational Planning Team meetings, as appropriate; helps teachers develop appropriate interventions for struggling students; meets with teachers regularly to review data, discuss interventions.

Title I teachers: Provide information about supplemental instruction; collect data based on interventions; meets with classroom teachers to review student progress; keep data based on interventions; charts data.

Classroom Teachers: Provide information about core curriculum; collect data based on interventions; meets with CIM Facilitator to review student progress; keeps data based on interventions; charts data.

#### Title I, Part A

We hire certified, highly-qualified intervention teachers to provide pull-out instruction in reading and/or math. The pull-out services provide students a double-dose of instruction in reading or math during the regular school day. We have a highly-qualified FCIM Facilitator to work with teachers on disaggregation of data and differentiation within the classroom. Funds are also used for professional development for all teachers and staff in Kagan, Technology, Marzano's High Yield Strategies, Literacy Work Stations and other topics based on student data. After-school Tutoring may be funded for students in reading and/or math.

#### Title I, Part C- Migrant

Work with the district migrant coordinator. Coordination of student Educational Planning Team meetings with the district, as needed.

#### Title I, Part D

#### Title II

Mentor coach for beginning teachers, on-going technology training through the district's digital educators.

#### Title III

Work with the district coordinator to supply dictionaries, translators for parent conferences.

Coordination of supplementary materials and instructional services to improve the education of

English Language Learners, as needed.

Title X- Homeless

Work with district coordinator, Courtney Allen, to provide resources for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Continuation of Positive Behavior Support school-wide, additional programs being implemented by BRT and/or Guidance Counselor.

Nutrition Programs

The school participates in the district's nutrition program for summer meals, of which, Archer Elementary is a site. A large percentage of our students qualify for free and reduced meals. The school also participates in the Food4Kids program sending backpacks of food home for all school aged children in a home of qualifying families.

Housing Programs

Head Start

Archer Elementary has one Head Start classroom on campus.

Adult Education

One of the school business partners is the Sante Fe College Davis Center. This center provides adult education courses. We partner to share information with our families.

Career and Technical Education

The students in fourth grade will go to the Sante Fe College Davis Center for a career education field trip to learn about educational opportunities to assist them in making career and technical decisions in their future.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Cory Tomlinson	Principal
Lisa Lauger	Teacher
Laurie Tornese	Teacher
Terella Rembert	Education Support Employee
Kelly Henderson	Parent
Lisa Baltozer	Parent
Sharon Quigley	Parent
Celeste Greenley	Parent
Alicia White	Parent
Shellie Banfield	Business/Community
Eric Drummond	Business/Community

#### 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*

The 2013-2014 SAC committee reviewed the school improvement plan and offered input on the goals set for the current school year. The committee also was involved in budget decisions that affected the purchases of items needed in the implementation of the plan.

*Development of this school improvement plan*

The SAC committee meets on a regular basis to discuss the goals for the upcoming school year. Throughout the year assessment data is shared at meeting and decisions are made based on information discussed. The SIP is reviewed and signed off on by the committee before final approval.

*Preparation of the school's annual budget and plan*

The SAC committee members helped in the development of the budget plan. At the beginning of the year when LOT monies are allocated, the committee meets to discuss items of interest. The SAC members voiced that they would like to look at "big ticket" items instead of smaller items. As the year progresses the committee brings to the table ideas and concerns that are then voted on.

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

The projected use of LOT funds for the 2013-2014 school year is 2,000. This amount will be used as mentioned above.

***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
Tomlinson, Cory	Principal
Karas, Casey	Instructional Coach
Lauger, Lisa	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

Major initiatives include implementation literacy workstations, increasing text complexity and informational text students are exposed to, Response to Intervention, testing fidelity followed by data driven decision making based on assessment outcomes, on-going data review.

**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**

Teachers at Archer Elementary are provided with common teacher planning time. This allows for teachers to plan together and create calendars that align with the district. Teachers also meet once a

month with their team leader to discuss topics relative to the team. Teachers also participate in a lesson study. This activity allows for peer evaluation and discussion on a specific topic.

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

1. All teachers new to Archer Elementary are partnered with a Team Leader to answer any questions and assist in general orientation to the school. Team Leaders also assist new teachers in planning.
2. Beginning teachers have a mentor coach assigned by the district.
3. District hosted job fair each Spring to recruit highly qualified teachers.
4. New teacher orientation held at school during pre-planning

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

Nancy Logan is assigned the beginning teachers at Archer Elementary for the 2014-2015 school year. She will meet with them on a biweekly basis as a cohort to discuss the beginning teacher program. The beginning teacher attend trainings throughout the year to offer professional development.

## **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***

The schools instructional programs are aligned to the Florida standards by following the district curriculum guides. The principal also request and checks lesson plans to ensure that all teachers are following state guidelines.

#### **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***

Archer Elementary uses school wide student data to provide differentiated instruction to all students. Teachers administer district assessments through the year and submit data into a computer based system. The data is used during data chats once a month to determine specific strategies for students. With this data, teachers use the Tier 3 intervention model to document areas of concern. This allows for data collection which is then used in EPT and IEP meetings to make decisions for student needs.

***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:**

Achieve 3000 after school computer based program

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Lauger, Lisa , laugerlm@gm.sbac.edu

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

The data that is collected is used in data chat meetings to discuss student progress.

**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**

The school district and school advertises (through local media, school newsletters, school marquis, posters) and the school hosts a Kindergarten Round-Up in April of each year for families to register their incoming kindergarten students. Local churches and businesses also support this through advertisement and distribution of fliers. Students spend time in the kindergarten classrooms while parents hear about the school, procedures, routines, curriculum and fill out their registration paperwork. In addition, we do have a Head Start classroom on campus and many of those students come to Archer Elementary for kindergarten, so the Head Start teacher and kindergarten teachers communicate about incoming kindergarten students in the Spring. For students with disabilities, kindergarten transition meetings are held with representatives from Archer in attendance to learn about the student and update the IEP for the student to start kindergarten.

**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**

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

**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**

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** 28% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2015 FSA.
- G2.** 58% of students in grades 3-5 will achieve at or above a level 4 in English Language Arts as measured by the 2015 FSA.
- G3.** Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2015 FSA.
- G4.** Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2015 FCAT.

## 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.** 28% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2015 FSA. **1a**

 G048417

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	79.0

**Resources Available to Support the Goal** **2**

- College and Career Readiness standards taught through Scott Foresman reading series, Reading Street in small groups, differentiated instruction, and text complexity implementation focusing on student Lexile levels.

**Targeted Barriers to Achieving the Goal** **3**

- Lack of parental support
- Range of instructional levels in classrooms

**Plan to Monitor Progress Toward G1.** **8**

Using the parental involvement documents we will plan future events to educate parents and give opportunities to use free educational material.

**Person Responsible**

Cory Tomlinson

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Analyzing Title 1 documents that show parental involvement opportunities

**G2.** 58% of students in grades 3-5 will achieve at or above a level 4 in English Language Arts as measured by the 2015 FSA. 1a

G048418

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	79.0

**Resources Available to Support the Goal** 2

- College and Career Readiness standards taught through Scott Foresman reading series, Reading Street, small groups, differentiated instruction, and text complexity implementation focusing on student Lexile levels.

**Targeted Barriers to Achieving the Goal** 3

- Meeting the needs of gifted and academically talented students

**Plan to Monitor Progress Toward G2.** 8

Assessment data will be reviewed every four weeks in data chats with grade level teams.

**Person Responsible**

Cory Tomlinson

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Review of reading assessment data

**G3.** Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2015 FSA. 1a

G048422

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	49.0

**Resources Available to Support the Goal** 2

- Florida Standards taught through Scott Foresman reading series, small group differentiated instruction, text complexity implementation focusing on student Lexile levels.

**Targeted Barriers to Achieving the Goal** 3

- Students with identified academic deficiencies
- Lack of prior knowledge

**Plan to Monitor Progress Toward G3.** 8

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

**Person Responsible**

Cory Tomlinson

**Schedule**

On 6/4/2015

**Evidence of Completion**

FAIR data, Discovery Education assessment, Unit test scores, FCAT data

**G4.** Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2015 FCAT. 1a

G048429

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

**Resources Available to Support the Goal** 2

- National Geographic Science core curriculum, leveled readers, use of student science notebooks, NG Connect, Discovery Ed, science lab, and science equipment.

**Targeted Barriers to Achieving the Goal** 3

- Lack of Prior Knowledge
- Reading Comprehension

**Plan to Monitor Progress Toward G4.** 8

Embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons

**Person Responsible**

Cory Tomlinson

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

On Track Science Benchmark assessments, Curriculum Assessments, FCAT, lab books

## 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.** 28% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2015 FSA. **1**

 **G048417**

**G1.B1** Lack of parental support **2**

 **B120727**

**G1.B1.S1** Host parent workshops to help parents work with their students, provide access to educational materials through our Title 1 resource room. **4**

 **S132628**

### Strategy Rationale

Through guidance and assistance, parents will feel more comfortable with how to use the resources to assist their children.

### Action Step 1 **5**

We will host parent picnic days and parent nights to educate parents on the different available educational materials they can use at home with their students.

### Person Responsible

Lisa Lauger

### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

### Evidence of Completion

Parental involvement activities and Title 1 parent sign in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Analyzing Title 1 documents that show parental involvement opportunities

**Person Responsible**

Lisa Lauger

**Schedule**

Monthly, from 8/18/2014 to 6/9/2015

***Evidence of Completion***

Title 1 parental involvement documents

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Analyzing Title 1 documents that show parental involvement opportunities

**Person Responsible**

Cory Tomlinson

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Title 1 parental involvement documents

**G1.B1.S2** Extended Day Intervention Program Achieve 3000 for students in 3rd - 5th grades. 4

S132629

**Strategy Rationale**

Additional assistance targeting students who need extra support.

**Action Step 1** 5

Extended Day Achieve 3000 Intervention Program

**Person Responsible**

Lisa Lauger

**Schedule**

Weekly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

FAIR data, Discovery Ed, District Benchmark assessments

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Lesson plans, FAIR data, Benchmark assessments

**Person Responsible**

Casey Karas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Student Lexile levels, program assessments

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Lexile levels, Achieve 3000 assessments

**Person Responsible**

Cory Tomlinson


**Schedule**

Monthly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

lesson plans, Lexile levels

## G1.B2 Range of instructional levels in classrooms 2

 B120728

**G1.B2.S1** Implement the state standards at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support college and career readiness for the FSA. 4

 S132630

### Strategy Rationale

Exposing and teaching students all state standards, ensures that students will have the information needed to succeed on the ELA FSA.

### Action Step 1 5

Teachers will use Achieve 3000 for additional ELA support in grades 3-5 and Waterford in grades K-2.

#### Person Responsible

Lisa Lauger

#### Schedule

Weekly, from 9/29/2014 to 6/4/2015

#### Evidence of Completion

Scores on weekly college and career readiness assessments, FAIR, and Discovery Ed will increase.

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Reviewing the school dashboard, lesson plans to see differentiation - classroom snapshots focusing on reading instruction and how the programs are being used in the classroom.

#### Person Responsible

Cory Tomlinson

#### Schedule

Biweekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

evidence of use and differentiation in lesson plans and through classroom observations



**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Review of reading unit test scores, FAIR, Discovery Education Assessments

**Person Responsible**

Casey Karas

**Schedule**

Biweekly, from 8/25/2014 to 6/4/2015


**Evidence of Completion**

Assessment scores

**G2.** 58% of students in grades 3-5 will achieve at or above a level 4 in English Language Arts as measured by the 2015 FSA. 1

 G048418

**G2.B1** Meeting the needs of gifted and academically talented students 2

 B120729

**G2.B1.S1** Magnet teachers are either gifted endorsed or working toward endorsement to implement strategies for high achieving students. 4

 S132631

**Strategy Rationale**

Gifted endorsement will provide magnet teachers with the knowledge of how to academically challenge their students on a consistent basis.

**Action Step 1** 5

Teachers will attend trainings on how to implement science and social studies into the reading curriculum.

**Person Responsible**

Casey Karas

**Schedule**

Every 2 Months, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Lesson plan implementation, classroom snapshots and observations, reading data such as FAIR for grades 3-5 and Discovery Education Assessments for K-2.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Analyzing assessment data that focuses on reading instruction through the use FAIR, Discover Education, and Unit tests.

**Person Responsible**

Cory Tomlinson

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Reading assessment data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Analyzing assessment data that focuses on reading instruction through the use of FAIR, Discover Education, and Unit tests.

**Person Responsible**

Casey Karas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Reading assessment data

**G3.** Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2015 FSA. 1

G048422

**G3.B1** Students with identified academic deficiencies 2

B120737

**G3.B1.S1** Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly. 4

S132638

### Strategy Rationale

The purpose of the EPT is to gather information about students who are struggling and determine with the planning team the specific interventions the teacher will use with the student.

### Action Step 1 5

Achieve 3000 and Waterford

#### Person Responsible

Lisa Lauger

#### Schedule

Weekly, from 10/7/2014 to 6/4/2015

#### Evidence of Completion

Intervention Data, FCAT, Benchmark Assessments, FAIR

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Implementation will be monitored by reviewing the grade level data chats. During the data chats, specific student data will be shared by teachers and the administrative team to outline students that are at the most risk.

#### Person Responsible

Lisa Lauger

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

On going progress monitoring of student data

## Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

### Person Responsible

Cory Tomlinson

### Schedule

Monthly, from 8/18/2014 to 6/4/2015

### Evidence of Completion

FAIR data, Discovery Education assessment, Unit test scores.

## G3.B2 Lack of prior knowledge 2

 B120739

**G3.B2.S1** . Students who received a Level 1 or 2 on 2013 FCAT and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction 4

 S132640

### Strategy Rationale

## Action Step 1 5

Students will receive Tier 2 and/ or Tier 3 instruction through highly qualified paraprofessionals and classroom teachers

### Person Responsible

Lisa Lauger

### Schedule

Weekly, from 10/13/2014 to 6/3/2015

### Evidence of Completion

data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Identify students in the economically disadvantage sub group to ensure progress monitoring to teachers through data chats

**Person Responsible**

Lisa Lauger

**Schedule**

On 6/3/2015

**Evidence of Completion**

FAIR, Unit Tests, FCAT, Discovery Education Assessments

### Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.

**Person Responsible**

Lisa Lauger

**Schedule**

Monthly, from 10/13/2014 to 6/3/2015


**Evidence of Completion**

FAIR data, Discovery Education assessment, Unit test scores, FCAT data

**G4.** Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2015 FCAT. **1**

 G048429

**G4.B1** Lack of Prior Knowledge **2**

 B120764

**G4.B1.S1** Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect, and Discovery Ed. **4**

 S132677

### Strategy Rationale

Introducing students to new scientific concepts is supported by reading the text then integrating inquiry lessons to support the text in hands-on experiential learning. The student science notebooks blends both approaches teaching students to trust and use their own and class data.

### Action Step 1 **5**

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

#### Person Responsible

Casey Karas

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Classroom Walk Throughs, lesson plans, monitoring of student notebook use

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect and Discovery Ed.

#### Person Responsible

Cory Tomlinson

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Classroom Walk Throughs, lesson plans monitoring of student notebook use

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect and Discovery Ed.

**Person Responsible**

Casey Karas


**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

On Track Science Benchmark Assessment, Curriculum Assessments, FCAT, lab book

**G4.B2 Reading Comprehension** 2

 B120765

**G4.B2.S1** Incorporate the use of science leveled readers into the reading instruction 4

 S132678

**Strategy Rationale**

The use of leveled readers in literacy stations increases exposure to science concepts and informational text thereby improving vocabulary and reading comprehension skills.

**Action Step 1** 5

Incorporate the use of science leveled readers into the reading instruction

**Person Responsible**

Casey Karas

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Classroom Walk Throughs, lesson plans, literacy work stations

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Incorporate the use of science leveled readers into the reading instruction

**Person Responsible**

Cory Tomlinson

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Classroom Walk Throughs, lessons plans, literacy work stations

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Incorporate the use of science leveled readers into the Reading instruction

**Person Responsible**

Casey Karas

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

On-Track Science Benchmark assessments, curriculum assessments, FCAT, lab books

**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.B1.S1.A1	We will host parent picnic days and parent nights to educate parents on the different available educational materials they can use at home with their students.	Lauger, Lisa	8/18/2014	Parental involvement activities and Title 1 parent sign in sheets	6/4/2015 quarterly
G1.B1.S2.A1	Extended Day Achieve 3000 Intervention Program	Lauger, Lisa	9/29/2014	FAIR data, Discovery Ed, District Benchmark assessments	6/4/2015 weekly
G1.B2.S1.A1	Teachers will use Achieve 3000 for additional ELA support in grades 3-5 and Waterford in grades K-2.	Lauger, Lisa	9/29/2014	Scores on weekly college and career readiness assessments, FAIR, and Discovery Ed will increase.	6/4/2015 weekly
G2.B1.S1.A1	Teachers will attend trainings on how to implement science and social studies into the reading curriculum.	Karas, Casey	8/18/2014	Lesson plan implementation, classroom snapshots and observations, reading data such as FAIR for grades 3-5 and Discovery Education Assessments for K-2.	6/4/2015 every-2-months
G3.B1.S1.A1	Achieve 3000 and Waterford	Lauger, Lisa	10/7/2014	Intervention Data, FCAT, Benchmark Assessments, FAIR	6/4/2015 weekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1	Students will receive Tier 2 and/ or Tier 3 instruction through highly qualified paraprofessionals and classroom teachers	Lauger, Lisa	10/13/2014	data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring	6/3/2015 weekly
G4.B1.S1.A1	Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect	Karas, Casey	8/18/2014	Classroom Walk Throughs, lesson plans, monitoring of student notebook use	6/4/2015 weekly
G4.B2.S1.A1	Incorporate the use of science leveled readers into the reading instruction	Karas, Casey	8/18/2014	Classroom Walk Throughs, lesson plans, literacy work stations	6/4/2015 weekly
G1.MA1	Using the parental involvement documents we will plan future events to educate parents and give opportunities to use free educational material.	Tomlinson, Cory	8/18/2014	Analyzing Title 1 documents that show parental involvement opportunities	6/4/2015 quarterly
G1.B1.S1.MA1	Analyzing Title 1 documents that show parental involvement opportunities	Tomlinson, Cory	8/18/2014	Title 1 parental involvement documents	6/4/2015 quarterly
G1.B1.S1.MA1	Analyzing Title 1 documents that show parental involvement opportunities	Lauger, Lisa	8/18/2014	Title 1 parental involvement documents	6/9/2015 monthly
G1.B2.S1.MA1	Review of reading unit test scores, FAIR, Discovery Education Assessments	Karas, Casey	8/25/2014	Assessment scores	6/4/2015 biweekly
G1.B2.S1.MA1	Reviewing the school dashboard, lesson plans to see differentiation - classroom snapshots focusing on reading instruction and how the programs are being used in the classroom.	Tomlinson, Cory	8/18/2014	evidence of use and differentiation in lesson plans and through classroom observations	6/4/2015 biweekly
G1.B1.S2.MA1	Lexile levels, Achieve 3000 assessments	Tomlinson, Cory	9/29/2014	lesson plans, Lexile levels	6/4/2015 monthly
G1.B1.S2.MA1	Lesson plans, FAIR data, Benchmark assessments	Karas, Casey	8/18/2014	Student Lexile levels, program assessments	6/4/2015 monthly
G2.MA1	Assessment data will be reviewed every four weeks in data chats with grade level teams.	Tomlinson, Cory	8/18/2014	Review of reading assessment data	6/4/2015 monthly
G2.B1.S1.MA1	Analyzing assessment data that focuses on reading instruction through the use of FAIR, Discover Education, and Unit tests.	Karas, Casey	8/18/2014	Reading assessment data	6/4/2015 monthly
G2.B1.S1.MA1	Analyzing assessment data that focuses on reading instruction through the use FAIR, Discover Education, and Unit tests.	Tomlinson, Cory	8/18/2014	Reading assessment data	6/4/2015 monthly
G3.MA1	Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.	Tomlinson, Cory	8/18/2014	FAIR data, Discovery Education assessment, Unit test scores, FCAT data	6/4/2015 one-time
G3.B1.S1.MA1	Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.	Tomlinson, Cory	8/18/2014	FAIR data, Discovery Education assessment, Unit test scores.	6/4/2015 monthly
G3.B1.S1.MA1	Implementation will be monitored by reviewing the grade level data chats. During the data chats, specific student data will be shared by teachers and the administrative team to outline students that are at the most risk.	Lauger, Lisa	8/18/2014	On going progress monitoring of student data	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Specific baseline data from unit tests will be used to create google documents that will be reviewed by teachers. FAIR data, Discovery Education assessment data will also be used to evaluate student progress.	Lauger, Lisa	10/13/2014	FAIR data, Discovery Education assessment, Unit test scores, FCAT data	6/3/2015 monthly
G3.B2.S1.MA1	Identify students in the economically disadvantage sub group to ensure progress monitoring to teachers through data chats	Lauger, Lisa	10/13/2014	FAIR, Unit Tests, FCAT, Discovery Education Assessments	6/3/2015 one-time
G4.MA1	Embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons	Tomlinson, Cory	8/18/2014	On Track Science Benchmark assessments, Curriculum Assessments, FCAT, lab books	6/4/2015 weekly
G4.B1.S1.MA1	Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect and Discovery Ed.	Karas, Casey	8/18/2014	On Track Science Benchmark Assessment, Curriculum Assessments, FCAT, lab book	6/4/2015 weekly
G4.B1.S1.MA1	Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect and Discovery Ed.	Tomlinson, Cory	8/18/2014	Classroom Walk Throughs, lesson plans monitoring of student notebook use	6/4/2015 weekly
G4.B2.S1.MA1	Incorporate the use of science leveled readers into the Reading instruction	Karas, Casey	8/18/2014	On-Track Science Benchmark assessments, curriculum assessments, FCAT, lab books	6/4/2015 weekly
G4.B2.S1.MA1	Incorporate the use of science leveled readers into the reading instruction	Tomlinson, Cory	8/18/2014	Classroom Walk Throughs, lessons plans, literacy work stations	6/4/2015 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.** 28% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2015 FSA.

### **G1.B2** Range of instructional levels in classrooms

**G1.B2.S1** Implement the state standards at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support college and career readiness for the FSA.

#### **PD Opportunity 1**

Teachers will use Achieve 3000 for additional ELA support in grades 3-5 and Waterford in grades K-2.

##### **Facilitator**

Principal, CIMS coordinator, CRT

##### **Participants**

School wide classroom teachers

##### **Schedule**

Weekly, from 9/29/2014 to 6/4/2015

**G2.** 58% of students in grades 3-5 will achieve at or above a level 4 in English Language Arts as measured by the 2015 FSA.

**G2.B1** Meeting the needs of gifted and academically talented students

**G2.B1.S1** Magnet teachers are either gifted endorsed or working toward endorsement to implement strategies for high achieving students.

**PD Opportunity 1**

Teachers will attend trainings on how to implement science and social studies into the reading curriculum.

**Facilitator**

District Reading, Science, and Social Studies coaches.

**Participants**

School wide classroom teachers

**Schedule**

Every 2 Months, from 8/18/2014 to 6/4/2015

**G3.** Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2015 FSA.

**G3.B1** Students with identified academic deficiencies

**G3.B1.S1** Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly.

**PD Opportunity 1**

Achieve 3000 and Waterford

**Facilitator**

CIMS Facilitator

**Participants**

Achieve 3000 for grades 3-5. Waterford for grades K-2.

**Schedule**

Weekly, from 10/7/2014 to 6/4/2015

**G4.** Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2015 FCAT.

**G4.B1** Lack of Prior Knowledge

**G4.B1.S1** Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect, and Discovery Ed.

**PD Opportunity 1**

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

**Facilitator**

Jessica Mead and Allison Fissenden

**Participants**

School wide instructional staff, Science Cohort monthly meetings

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**G4.B2** Reading Comprehension

**G4.B2.S1** Incorporate the use of science leveled readers into the reading instruction

**PD Opportunity 1**

Incorporate the use of science leveled readers into the reading instruction

**Facilitator**

Jessica Mead and Allison Fissenden

**Participants**

School-wide instructional staff

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> 28% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2015 FSA.	1,000
<b>Goal 3:</b> Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2015 FSA.	4,400
<b>Grand Total</b>	<b>5,400</b>

### Goal 1: 28% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2015 FSA.

Description	Source	Total
<b>B1.S1.A1</b>	Title I Part A	1,000
<b>Total Goal 1</b>		<b>1,000</b>

### Goal 3: Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2015 FSA.

Description	Source	Total
<b>B1.S1.A1 - Achieve 3000</b>	Title I Part A	4,400
<b>Total Goal 3</b>		<b>4,400</b>