

Miami-Dade County Public Schools

Summerville Advantage Academy



2015-16 School Improvement Plan

Summerville Advantage Academy

11575 SW 243RD ST, Homestead, FL 33032

<http://www.summervillecharterschool.com>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	27%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Summerville Advantage Academy exists as an International Learning Environment, which develops adaptive and active learners who embrace the exploration of other cultures as well as their own ancestral heritage through the utilization of art, music, and literature to excel and achieve academic heights.

Provide the school's vision statement

The vision for Summerville Advantage Academy is to provide students with a challenging and rigorous curricula enabling students to be well prepared for secondary education and life through adherence to an unwavering mission, shared purpose, and clearly articulated goals. Students will experience a cross curricula instructional approach using the Sunshine State Standards and benchmarks.

"Improving Student Achievement" will serve as the school's "mantra" and improvement will be facilitated and measured through a systematic and total organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

School Environment

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

In order to learn about students' cultures and build relationships between teachers and students, Summerville organizes a pre-planning week (prior to the first week of school) in which teachers meet with their curriculum leaders to discuss previous years' academic performance, brainstorm strategies to increase student achievement, complete professional development sessions, and plan a data-driven focus for the school year. Teachers also host a Meet and Greet on the Friday before the first day of school so that parents and students can meet their teacher(s). Summerville also will also host an Open House on September 24th so that teachers are able to share their classroom procedures and expectations with our school families. Summerville also uses social networking to communicate with school families via Edline, Facebook, and the MDCPS Student Portal.

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

Our school creates an environment where students feel safe and respected before, during, and after school through appropriate communication of arrival and dismissal procedures. Teachers are assigned to posts before and after school to monitor safety. Also, essential safety procedures such as lock-downs and fire drills are reviewed and practiced throughout the first two weeks of school. Furthermore, students are also encouraged to report concerns for safety and other incidents to their teachers and/or administrators. We also have a before and after-care program in which our students receive supervision and free homework help.

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

At Summerville, we have a positive behavior system that focuses on students doing the right thing. We also provide them with recognitions such as "Student of the Month." Additionally, we clearly state our classroom expectations with set routines in place by enforcing our school wide policy of PARR: Prepared Attitude Respect and Responsibility. PARR allows for progressive consequences coupled with parent communication prior to detentions or any other more severe discipline action. Overall, our behavioral system emphasizes the importance of communication.

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

Summerville ensures that the social-emotional needs of all students are met via character education, school-wide positive behavior support, mentoring programs, athletic programs, clubs, and community service opportunities. Summerville also uses the online math learning platform, Mathletics, in which students enjoy math and improve their results via games. Summerville awards the students who make it to the top of the charts. In addition to Mathletics, we use MYON Reader and Math Reflex as well.

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: Teachers review attendance daily. The Attendance Committee meets monthly to review attendance reports and send out attendance letters. If needed, the Attendance Committee will hold parent conferences for students with excessive absences and start the truancy process when needed.

Suspensions: We have a positive behavior support system that focuses on students' successes and positive behaviors. Our school-wide discipline plan requires frequent communication with parents via parent conferences as behaviors escalate. During parent conferences, informal behavior intervention plans and strategies may be put in place to work on any behavior concerns. Should these strategies or plans not be successful, we will initiate a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP).

Failure in Reading or Mathematics: Frequent RTI Committee and Grade Level Team Meetings will help identify students not making progress, we will initiate Progress Monitoring Plans (PMP's) and schedule students into intervention through Tier II and III. Frequent parent communication through parent conferences, Edline, student portal, and possible retention meetings will be held to monitor students and the strategies implemented to ensure academic success in Reading, Language Arts, and Math.

Level 1 Students in Reading or Math: Students will be identified and placed in Tier II or Tier III interventions. Tier II students will be monitored on a monthly basis using Wonders and Mathletics. Tier III students will be monitored weekly using Wonder Works and Mathletics. These students will participate in HW Help, tutoring, and extended day programs.

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
	1	2	3	4	5	
Attendance below 90 percent	11	4	10	7	6	38
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	2	4	4	1	12	23
Level 1 on statewide assessment	8	19	0	1	39	67

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

Indicator	Grade Level				Total
	1	2	3	5	
Students exhibiting two or more indicators	4	7	2	20	33

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

Students exhibiting only one warning indicator will be monitored by monthly attendance committee meetings and monthly RTI meetings to assess that the above mentioned strategies have been successful. Students exhibiting more than one warning indicator will be placed on a PMP and receive interventions with weekly OPMS.

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/198188>.

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

Summerville works hard to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. For instance, Summerville works closely with Jane Forman's Sports in order to have sports available to our students. Summerville also is collaborating with the United States Tennis Association (USTA). The USTA provided all of our students with homework folders at the beginning of the year as well as with sports equipment for our physical education classes. Moreover, Summerville also places advertisements and articles in the South Dade News Leader to highlight the school's successes. Summerville also hosts events open to the community that include: Trunk or Treat, Winter-fest, Spring Carnival, and Career Day. Finally,

Summerville also works with DARE (Drug Abuse Resistance Education) in order to educate our 5th graders on drug abuse.

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:

Name	Title
Ramos, Victoria	Principal
March, Mary	Assistant Principal
Arbesu, Anaeli	Instructional Coach
Ibanez, Leila	Other
Reyes, Jennifer	Instructional Coach

Duties

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will: monitor academic and behavior data evaluating progress by addressing the following important questions: What will all students learn? (curriculum based on standards). How will we determine if the students have learned? (common assessments). How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions) How will we respond when students have learned or already know? (enrichment opportunities). They will also gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. They will also hold regular team meetings. They will also maintain communication with staff for input and feedback, as well as updating them on procedures and progress. They will also support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. They will also provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. Finally, they will assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

Data will be used to guide instructional decisions and system procedures for all students to: adjust the delivery of curriculum and instruction to meet the specific needs of students, adjust the delivery of the behavior management system, adjust the allocation of school-based resources, drive decisions regarding targeted professional development, create student growth trajectories in order to identify and develop interventions. Managed data will include FAIR, Interim and Baseline Assessments, Thinkgate Managed data, CELLA assessments, In-house Reading, Writing, Math and Science assessments, FCAT Scores, Student Grades, Student Case Management System, In-house behavior

database using our school-wide discipline plan, Detentions, Suspensions/Expulsions, Referrals by Student Behavior, Staff Behavior, and Administrative Context, Team Climate Surveys, Attendance, Referrals to Special Education Programs. Assessment Administration and Data Collection Plan will consist of the teacher administering the assessment and submitting for scanning at the end of each session. Testing Coordinator will collect all assessments from teachers, scan all assessment bubble sheets, pull reports from Thinkgate for all assessments by grade level → Benchmark Specific. Reports will be submitted to Administration & Grade level lead via email. Grade level lead will dissect data with team at grade level meeting. Grade Level Meeting Minutes will explain findings. Principal and Assistant Principal will work with Grade Level Leads to discuss strengths and weaknesses and develop plan for remediation that targets bubble students and our lowest 25%. Also, Title I funds will be allocated to fund our school's reading and math coach to provide teachers with the necessary training to meet student's needs. Funds will also be used for technology and educational resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Victoria Ramos	Principal
Nelsy Gutierrez	Teacher
Denisse Flores	Business/Community
Nicole Sarria	Teacher
Arelys Miranda	Teacher
Mary March	Business/Community
Lori Timbang	Education Support Employee
Zinara Mercado	Parent
Marjorie Ramirez	Parent
Dumaris Brioso	Parent
Melissa Gonzalez	Teacher
Helmat Miranda	Parent
Jonathan Punto	Student
Sarah Baer	Parent
Star Brutto	Business/Community
Mercedes Romero	Teacher
Lient Lemus	Student
Anaeli Arbesu	Education Support Employee
Charlene Lajiness	Parent
Christopher White	Business/Community
Anais Mansur	Teacher
Rochelle Andrade	Parent

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

Select SAC Committee Members, review last year’s School Improvement Plan, and post-assessment data that includes the SAT-10, FAIR, and FCAT 2.0. Members also review if SIP goals were met and what could have been done differently as part of the FCIM.

Development of this school improvement plan

The involvement of the SAC is to meet quarterly to discuss school performance data and strategies to intervene in areas of deficiency. In the spirit of the Florida Continuous Improvement Model, the SAC committee reviews the effectiveness of the strategies and makes necessary recommendations. Thus, they approve the SIP and any changes throughout the year of the SIP.

Preparation of the school's annual budget and plan

Develop a needs assessment of items and services that will help in implementing strategies and interventions.

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

In an attempt to support the mission and vision of the school and increase student achievement, SAC funds may be used to purchase student incentives for attendance and demonstration of positive behavior.

SAC funds may be used to purchase teacher resource materials and books and supplies to further develop our school library. The SAC committee will vote to approve above-mentioned budget, such actions will be reflected in the meeting minutes.

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:

Name	Title
Ramos, Victoria	Principal
March, Mary	Assistant Principal
Ibanez, Leila	Other
Jeria, Andrea	Teacher, K-12
Sarria, Nicole	Teacher, K-12
Torres, Kayssa	Teacher, K-12
Flores, Denisse	Teacher, K-12
Gutierrez, Nelsy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

In the school, the students will be using MYON Reader and Gizmos as well as Think-gate in order to improve fluency and reading comprehension. Summerville will provide incentives to students who reach predetermined individual goals.

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

In order to encourage working relationships between teachers, including collaborative planning and instruction, Summerville holds monthly faculty meetings and grade level/department team meetings where team building activities are completed and peer recognition occurs. Summerville also hosts weekly grade level and department meetings with data chats. Meeting Minutes are recorded for all of the above.

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

The school will provide salaries - commensurate with district pay scale, employer will pay 90% of employee health costs, ads are placed in local newspaper and social networking sites, applicants are screened prior to making an appointment for an interview, applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable, soliciting referrals from current employees, and working with local universities to provide opportunities for internships and service learning hours.

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

First year teachers will be paired with veteran teachers in the same subject area/ grade level. Activities of mentors will include, but are not limited to, modeling lessons/strategies aligned with Common Core Anchor Benchmarks.

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

Summerville ensures its core instructional programs and materials are aligned to Florida's standards by following pacing guides in which CPALMS is aligned. Summerville also utilizes state adopted textbooks as well as incorporates the use of a Math and Reading Coach to review all material.

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

Data will be used to drive whole group instruction and pacing via core instruction through Reading Wonders and MY MATH. Data will also be used to develop Tier II and Tier III students. In Reading, Tier II students are our FCAT Level 1's and 2's who receive differentiated instruction via the Approaching Method. Tier III students are our bottom quartile students who receive differentiated instruction via Wonder Works. In Math, our Tier II students will use the Strategic Intervention Books while our Tier III students use Triumphs. Data used to evaluate the success of Tier I, II, and III will come from the OPM's which are Wonder Works for Reading and Mathletics for Math. Finally, Summerville's overall school-wide program success will be evaluated three times a year.

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: Extended School Day

Minutes added to school year: 5,400

Students will be engaged in differentiated instruction in Reading and Math for Tier II and Tier III instruction.

Strategy Rationale

Tier II and Tier III students need additional time and remediation using research based curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ramos, Victoria , 928219@dadeschools.net

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

Student data is collected monthly and analyzed to determine effectiveness. Students and teachers will set monthly goals in each subject area.

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

Incoming:

Students from local schools are invited to attend Open House events prior to the school year starting to offer information to parents and students. Incoming students are invited to a Summer Event in July in order to tour the building and meet the teachers.

Outgoing:

We have feeder pattern information nights for our outgoing fifth graders who are preparing for Middle School.

Additionally, school participates in a public lottery. This school also gives preferences to siblings and military families. We also advertise via our school website and Facebook.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Summerville Advantage Academy will integrate literary strategies for the purposes of reading comprehension across all core subjects in order to increase each student's ability to analyze and synthesize information so that they are able to develop a possible solution or find an answer while evaluating both the process and the result.

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. Summerville Advantage Academy will integrate literary strategies for the purposes of reading comprehension across all core subjects in order to increase each student's ability to analyze and synthesize information so that they are able to develop a possible solution or find an answer while evaluating both the process and the result. **1a**

 G070569

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Math - Hispanic	75.0
AMO Reading - African American	76.0
AMO Reading - ELL	69.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal **2**

- Strategic Intervention Book for Math Connects
- Triumphs for Math Connects
- Common Core Supplemental Math Book
- Mathletics
- Reflex Math
- Reading Wonders
- Reading Wonder Works
- MYON Reader
- Gizmos
- Time for Kids
- Science Fusions
- Gizmos
- Field Experiences

Targeted Barriers to Achieving the Goal **3**

- All students did not meet their AMO target of 66%, 58% achieved proficiency in Math.
- Hispanic students did not meet their AMO target of 68%, 57% achieved proficiency in Math.
- African American students did not meet their AMO target of 69%, 37% achieved proficiency in Reading.
- ELL students did not meet their AMO target of 60%, 39% achieved proficiency in Reading.
- Students did not achieve proficiency in nature of science, 60% achieved proficiency in nature of science

Plan to Monitor Progress Toward G1. 8

OPMs will be reviewed including data from Math Connects, Triumphs, Mathletics, Reflex Math, Reading Wonders, Wonderworks, MYON Reader, Gizmos, Time for Kids, Science Fusions, and Gizmos.

Person Responsible

Victoria Ramos

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

OPM Reports and MTSS Meeting Minutes

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. Summerville Advantage Academy will integrate literary strategies for the purposes of reading comprehension across all core subjects in order to increase each student's ability to analyze and synthesize information so that they are able to develop a possible solution or find an answer while evaluating both the process and the result. **1**

 G070569

G1.B1 All students did not meet their AMO target of 66%, 58% achieved proficiency in Math. **2**

 B183861

G1.B1.S1 Additional opportunities will be provided to all students to improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence. **4**

 S195489

Strategy Rationale

The data indicates that expressions, equations, and strategies were an area of weakness, especially for 5th grade students.

Action Step 1 **5**

Students will be able to develop and demonstrate improvement with quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs.

Action Step 2 5

Provide the instructional support needed for teachers to help students develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Coaches Logs and Teacher Sign-In Sheets.

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

Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-throughs, lesson plan weekly review, and monthly data chats.

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

Data will be reviewed and instruction will be modified during monthly data chats.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Monthly data chats and data reports as evidence.

G1.B2 Hispanic students did not meet their AMO target of 68%, 57% achieved proficiency in Math. 2

B183862

G1.B2.S1 Additional opportunities will be provided to Hispanic students to improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence. 4

S195490

Strategy Rationale

Students did not meet their target.

Action Step 1 5

Hispanic students will be able to develop and demonstrate improvement with quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs.

Action Step 2 5

Provide the instructional support needed for teachers to help students develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Coaches Log and Teacher Sign-In Sheets.

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

Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-throughs, lesson plan weekly review, and monthly data chats.

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

Data will be reviewed and instruction will be modified during monthly data chats.

Person Responsible

Anaeli Arbesu

Schedule

Weekly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Monthly data chats and data reports as evidence.

G1.B3 African American students did not meet their AMO target of 69%, 37% achieved proficiency in Reading. **2**

 B183863

G1.B3.S1 Additional opportunities will be provided to help African Americans students improve their ability to analyze fiction and non-fiction including informational text and the research process. **4**

 S195491

Strategy Rationale

Overall, the African American students did not meet their target.

Action Step 1 **5**

African-American students will receive remedial instructional support to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process; this intervention will address the aforementioned issues.

Person Responsible

Jennifer Reyes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs.

Action Step 2 **5**

Teachers will participate in professional development training(s) to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process.

Person Responsible

Jennifer Reyes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Coaches Logs and Sign-In Sheets.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.

Person Responsible

Jennifer Reyes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-throughs, lesson plan weekly review, and monthly data chats.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data will be reviewed and instruction will be modified during monthly data chats.

Person Responsible

Jennifer Reyes


Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Monthly data chats and data reports as evidence.

G1.B4 ELL students did not meet their AMO target of 60%, 39% achieved proficiency in Reading. 2

 B183864

G1.B4.S1 ELL students will be engaged in reading activities to improve reading comprehension as it pertains fiction, non-fiction, informational text, and the research process. 4

 S195492

Strategy Rationale

ELL students did not meet their target.

Action Step 1 5

ELL students will receive remedial instructional support to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process; this intervention will address the aforementioned issues.

Person Responsible

Jennifer Reyes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs.

Action Step 2 5

Teachers will participate in professional development training(s) to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process.

Person Responsible

Jennifer Reyes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Coaches Log and Teacher Sign-In Sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.

Person Responsible

Jennifer Reyes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-throughs, lesson plan weekly review, and monthly data chats.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Data will be reviewed and instruction will be modified during monthly data chats.

Person Responsible

Jennifer Reyes

Schedule

Monthly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Monthly data chats and data reports as evidence.

G1.B5 Students did not achieve proficiency in nature of science, 60% achieved proficiency in nature of science **2**

 B183865

G1.B5.S1 Students will experience more hands-on labs and field trips (experiences) in order to help them have a better understanding of science concepts that include nature of science, earth and space science, physical science, and life science. **4**

 S195493

Strategy Rationale

Only 49% of our students achieved proficiency in Science, and our weakness was in nature of science with 60% achieving proficiency.

Action Step 1 **5**

Using Science Fusions and Gizmos, students will be able to complete more hands-on labs and participate in more field (trips) experiences in order to increase student achievement in science and make real life connections.

Person Responsible

Ivon Ros

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lab Reports & Benchmark Assessments.

Action Step 2 **5**

Teachers will be able to participate in professional development opportunities that include hands-on labs and more field (trip) experiences for the purposes of increasing student achievement in science and making real life connections.

Person Responsible

Ivon Ros

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-In Sheets and Meeting Minutes.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Lesson Plans will be monitored to ensure hands-on labs are included in addition to ensuring that field trips (experiences) meet science benchmark criteria.

Person Responsible

Ivon Ros

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans and Benchmark Assessments that contain Science Data.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Review data and lesson plans with science lead teacher and grade level departments to ensure that activities are properly implemented and that assessments are showing progress in all areas of science including earth and space science.

Person Responsible

Ivon Ros

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans and Benchmark Assessments

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	Students will be able to develop and demonstrate improvement with quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.	Arbesu, Anaeli	8/24/2015	Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs.	6/3/2016 weekly
G1.B2.S1.A1	Hispanic students will be able to develop and demonstrate improvement with quick recall of addition facts and related subtraction facts, and multiplication and related division facts,	Arbesu, Anaeli	8/24/2015	Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.				
G1.B3.S1.A1	African-American students will receive remedial instructional support to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process; this intervention will address the aforementioned issues.	Reyes, Jennifer	8/24/2015	Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs.	6/3/2016 weekly
G1.B4.S1.A1	ELL students will receive remedial instructional support to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process; this intervention will address the aforementioned issues.	Reyes, Jennifer	8/24/2015	Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs.	6/3/2016 weekly
G1.B5.S1.A1	Using Science Fusions and Gizmos, students will be able to complete more hands-on labs and participate in more field (trips) experiences in order to increase student achievement in science and make real life connections.	Ros, Ivon	8/24/2015	Lab Reports & Benchmark Assessments.	6/3/2016 weekly
G1.B1.S1.A2	Provide the instructional support needed for teachers to help students develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.	Arbesu, Anaeli	8/24/2015	Coaches Logs and Teacher Sign-In Sheets.	6/3/2016 weekly
G1.B2.S1.A2	Provide the instructional support needed for teachers to help students develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.	Arbesu, Anaeli	8/24/2015	Coaches Log and Teacher Sign-In Sheets.	6/3/2016 weekly
G1.B3.S1.A2	Teachers will participate in professional development training(s) to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process.	Reyes, Jennifer	8/24/2015	Coaches Logs and Sign-In Sheets.	6/3/2016 weekly
G1.B4.S1.A2	Teachers will participate in professional development training(s) to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process.	Reyes, Jennifer	8/24/2015	Coaches Log and Teacher Sign-In Sheets.	6/3/2016 weekly
G1.B5.S1.A2	Teachers will be able to participate in professional development opportunities that include hands-on labs and more field (trip) experiences for the purposes of increasing student achievement in science and making real life connections.	Ros, Ivon	8/24/2015	Sign-In Sheets and Meeting Minutes.	6/3/2016 biweekly
G1.MA1	OPMs will be reviewed including data from Math Connects, Triumphs, Mathletics, Reflex Math, Reading Wonders, Wonderworks, MYON Reader, Gizmos, Time for Kids, Science Fusions, and Gizmos.	Ramos, Victoria	8/24/2015	OPM Reports and MTSS Meeting Minutes	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Data will be reviewed and instruction will be modified during monthly data chats.	Arbesu, Anaeli	8/24/2015	Monthly data chats and data reports as evidence.	6/3/2016 weekly
G1.B1.S1.MA1	Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.	Arbesu, Anaeli	8/24/2015	Walk-throughs, lesson plan weekly review, and monthly data chats.	6/3/2016 weekly
G1.B2.S1.MA1	Data will be reviewed and instruction will be modified during monthly data chats.	Arbesu, Anaeli	8/24/2015	Monthly data chats and data reports as evidence.	6/3/2016 weekly
G1.B2.S1.MA1	Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.	Arbesu, Anaeli	8/24/2015	Walk-throughs, lesson plan weekly review, and monthly data chats.	6/3/2016 weekly
G1.B3.S1.MA1	Data will be reviewed and instruction will be modified during monthly data chats.	Reyes, Jennifer	8/24/2015	Monthly data chats and data reports as evidence.	6/3/2016 weekly
G1.B3.S1.MA1	Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.	Reyes, Jennifer	8/24/2015	Walk-throughs, lesson plan weekly review, and monthly data chats.	6/3/2016 weekly
G1.B4.S1.MA1	Data will be reviewed and instruction will be modified during monthly data chats.	Reyes, Jennifer	8/24/2015	Monthly data chats and data reports as evidence.	6/3/2016 monthly
G1.B4.S1.MA1	Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.	Reyes, Jennifer	8/24/2015	Walk-throughs, lesson plan weekly review, and monthly data chats.	6/3/2016 weekly
G1.B5.S1.MA1	Review data and lesson plans with science lead teacher and grade level departments to ensure that activities are properly implemented and that assessments are showing progress in all areas of science including earth and space science.	Ros, Ivon	8/24/2015	Lesson Plans and Benchmark Assessments	6/3/2016 weekly
G1.B5.S1.MA1	Lesson Plans will be monitored to ensure hands-on labs are included in addition to ensuring that field trips (experiences) meet science benchmark criteria.	Ros, Ivon	8/24/2015	Lesson Plans and Benchmark Assessments that contain Science Data.	6/3/2016 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. Summerville Advantage Academy will integrate literary strategies for the purposes of reading comprehension across all core subjects in order to increase each student's ability to analyze and synthesize information so that they are able to develop a possible solution or find an answer while evaluating both the process and the result.

G1.B1 All students did not meet their AMO target of 66%, 58% achieved proficiency in Math.

G1.B1.S1 Additional opportunities will be provided to all students to improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.

PD Opportunity 1

Provide the instructional support needed for teachers to help students develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.

Facilitator

Anaeli Arbesu

Participants

All Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G1.B2 Hispanic students did not meet their AMO target of 68%, 57% achieved proficiency in Math.

G1.B2.S1 Additional opportunities will be provided to Hispanic students to improve quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.

PD Opportunity 1

Provide the instructional support needed for teachers to help students develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.

Facilitator

Anaeli Arbesu

Participants

All Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G1.B3 African American students did not meet their AMO target of 69%, 37% achieved proficiency in Reading.

G1.B3.S1 Additional opportunities will be provided to help African Americans students improve their ability to analyze fiction and non-fiction including informational text and the research process.

PD Opportunity 1

Teachers will participate in professional development training(s) to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process.

Facilitator

Jennifer Reyes

Participants

All Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G1.B4 ELL students did not meet their AMO target of 60%, 39% achieved proficiency in Reading.

G1.B4.S1 ELL students will be engaged in reading activities to improve reading comprehension as it pertains fiction, non-fiction, informational text, and the research process.

PD Opportunity 1

Teachers will participate in professional development training(s) to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process.

Facilitator

Jennifer Reyes

Participants

All Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G1.B5 Students did not achieve proficiency in nature of science, 60% achieved proficiency in nature of science

G1.B5.S1 Students will experience more hands-on labs and field trips (experiences) in order to help them have a better understanding of science concepts that include nature of science, earth and space science, physical science, and life science.

PD Opportunity 1

Teachers will be able to participate in professional development opportunities that include hands-on labs and more field (trip) experiences for the purposes of increasing student achievement in science and making real life connections.

Facilitator

Ivon Ros

Participants

All Teachers

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Students will be able to develop and demonstrate improvement with quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.				\$0.00
2	G1.B1.S1.A2	Provide the instructional support needed for teachers to help students develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$300.00
<i>Notes: Teacher Subject Related Professional Developments.</i>						
3	G1.B2.S1.A1	Hispanic students will be able to develop and demonstrate improvement with quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.				\$0.00
4	G1.B2.S1.A2	Provide the instructional support needed for teachers to help students develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fractions and fraction equivalence.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$300.00
<i>Notes: Teacher Subject Related Professional Developments.</i>						
5	G1.B3.S1.A1	African-American students will receive remedial instructional support to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process; this intervention will address the aforementioned issues.				\$0.00
6	G1.B3.S1.A2	Teachers will participate in professional development training(s) to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process.				\$300.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$300.00
<i>Notes: Teacher Subject Related Professional Developments.</i>						
7	G1.B4.S1.A1	ELL students will receive remedial instructional support to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process; this intervention will address the aforementioned issues.				\$0.00
8	G1.B4.S1.A2	Teachers will participate in professional development training(s) to address areas of weakness pertaining to fiction, non-fiction, informational text, and the research process.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$300.00
<i>Notes: Teacher Subject Related Professional Developments.</i>						
9	G1.B5.S1.A1	Using Science Fusions and Gizmos, students will be able to complete more hands-on labs and participate in more field (trips) experiences in order to increase student achievement in science and make real life connections.				\$0.00
10	G1.B5.S1.A2	Teachers will be able to participate in professional development opportunities that include hands-on labs and more field (trip) experiences for the purposes of increasing student achievement in science and making real life connections.				\$0.00
					Total:	\$1,200.00