

# Alachua Elementary School



# 2015-16 School Improvement Plan

## Alachua Elementary School

13800 NW 152ND PL, Alachua, FL 32615

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

### School Grades History

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

*\*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

This plan was approved by the Alachua County School Board on 12/15/2015.

### 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, 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
Focus	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**

Our Mission is to encourage each child to become a lifelong learner by performing to his or her potential in a safe, nurturing and challenging learning environment.

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

Our Vision is to provide a climate of strong supportive relationships and academic excellence in order to promote self-confident, capable lifelong learners.

#### School Environment

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

Every Spring, Irby Elementary second grade teachers meet with Alachua Elementary third grade teachers. In groups, teachers discuss aspects of the upcoming third grade class. Strategies are shared that work with challenging students. Within the first 45 days of school the second and third grade teams once again meet. During this meeting more specific information is shared that is generated through questions posed by the third grade teachers. Second grade teachers encourage third grade teachers to call for further information and strategies. The ESE team meets with the Mebane ESE team to transition students to Middle School.

Relationships between teachers and students are fostered beginning in pre-planning. An inspirational speaker was presented through TED Talk. The structure of team meetings throughout the year includes the discussion of students and student data. The Administrative Team also discusses students and data to further assist teachers.

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

Alachua Elementary uses several different programs to ensure students feel safe and respected. Teachers are inserviced on the Positive Behavior Support program used school-wide. The Principal and CRT are made available to students who have concerns in regards to safety and respect. The Guidance Counselor provides counseling services to those students with concerns. The SRO works to create an atmosphere of safety for students and adults on campus. She works to know all students, faculty, staff, and their needs.

##### **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**

Alachua Elementary uses the Positive Behavior Support Program throughout the school. School-wide rules and procedures were established by the Discipline/PBS Committee during the summer. The committee presented the rules, procedures and consequences to the faculty. Students learn about the rules and procedures through lessons taught by teachers. Positive behavior is promoted and encouraged. Students earn tangible rewards (Caught'ya Cash) for positive behavior which then can



be used to purchase items from the school-wide store. Behavior charts are used in all classrooms across the school. The emphasis is on school-wide rules, procedures and positive support.

**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**

Counseling is available through the Guidance Counselor in several different ways (one-on-one; small group guidance; classroom guidance).

A mentoring program is being developed that will utilize community mentors (both academic and social) for individual students.

**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**

Alachua Elementary monitors attendance and tardies closely. The Database and CRT work closely to monitor the attendance of students. The CRT reports to the Attendance Officer any students who have excessive absences. Students with significant absences are discussed at the weekly Administrative meeting and strategies are discussed to use to increase attendance of students chronically absent.

The district progressive discipline policy is utilized. Teachers were made aware of the progressive discipline plan and how to work through the steps. Students with significant behavioral issues are discussed at the weekly Administrative meeting. Strategies are discussed and then teachers are advised to help students begin to manage the behavior of challenging students. An effort is made to keep students in class, therefore suspensions in and out of school are tracked.

The principal reviews grades given at interim and at the 9 weeks mark. Students who are failing ELA or Math are discussed at the monthly data chats. Teachers who fail more than 10% of their class meet with the principal to discuss strategies and devise a plan to help failing students.

Level 1 and bubble students are tracked and discussed at Administrative meetings. Teachers discuss these students during data chats and discuss different strategies to use within the classroom.

The Food4Kids Backpack program is also used as an Early Warning Indicator. The families on this program are monitored because poverty is a concern for these families.

**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
	3	4	5	
Attendance below 90 percent	3	10	11	24
One or more suspensions	7	6	11	24
Course failure in ELA or Math	7	6	10	23
Level 1 on statewide assessment	16	0	0	16

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	16	14	16	46

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

Students exhibiting two or more early warning indicators are closely monitored by the Administrative Team. The principal reviews the data of these students especially paying attention to the specific indicators. EPTs are held on these students and these students are in the Rtl process. They are given the opportunity to receive Title 1 services and parents are given the opportunity for their child to be involved in the 21st Century Tutoring Program. Teachers discuss progress of these specific students with the CIMS facilitator to brainstorm strategies to use with these students as well as any adjustments to the core curriculum. Behavior is monitored through the Principal, CRT and Guidance Counselor.

**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**

1. Attend at least one parent involvement meeting
2. Participate in project planning, implementation and/or evaluation
3. Work as a volunteer in any area of the school
4. Increase phone calls home to Title 1 parents
5. Increase contact to Title 1 parents through notes, e-mails, report cards, newsletters, etc.

**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**

Community members have a vested interest in the local school. Alachua Elementary continues with a free afterschool mentoring/tutoring program in which community members volunteer to mentor/tutor a third grade student. Mentors work with students Mondays and Tuesdays immediately after school. Community businesses volunteer at events sponsored by the Alachua Elementary PTA. The principal attends the beginning of the year Chamber meeting to outline for the local businesses the different programs offered at Alachua Elementary and to gather support for these programs. The parent involvement coordinator attends local church services to gather support for our mentoring program and after school tutoring program.

**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
Copeland, Eva	Principal
Berry, Kevin	Assistant Principal
Filippi, Betsy	Instructional Coach
Bing, Bonnie	Other
Biel, Susan	Guidance Counselor

## Duties

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

Principal: Provides leadership, coordinates staff development and ensures fidelity of the RtI process.  
 CRT: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Assists in intervention design. Provides expertise to classroom teachers on the development of appropriate behavioral strategies for individual students. Assists classroom teachers with the design and implementation of the Functional Behavior Assessment and development of the Behavior Improvement Plan. Monitors behavior and attendance data.  
 Counselor: Oversees implementation of the RtI process. Assists classroom teachers with assessments and interventions  
 CIMS Facilitator: Oversees the data analysis process. Meets with teachers to discuss data trends and creates action plans to address student needs.  
 Literacy Coach: Provides assistance and data analysis expertise in administering reading and writing assessments and interpreting data.  
 Technology Coach: Assists teachers in becoming proficient with technology in regards to programs for the classroom, lesson planning, and ACIS.

### ***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***

The Administrative Team meets weekly to review academic and behavioral data from a variety of sources, assist with developing and scheduling instructional strategies based on data review, and monitor implementation of instructional strategies. The team will also identify those students at moderate to high risk for not meeting benchmarks and will collaborate with additional staff members, such as general education teachers, speech/language pathologist, school psychologist, literacy coach, and ESE teachers to develop and implement more intensive research-based interventions as needed.

Title 1, Part A: Services are provided to ensure students requiring additional remediation are assisted through additional instruction. FCIM coordinator oversees disaggregation and interpretation of school-wide grade level and classroom data to determine strengths and weaknesses. Pullout tutorial provided by teacher tutors to targeted students.

Title I Part C - Migrant: Natalie Norris - District Migrant Coordinator. Alachua Elementary School hosts summer program for migrant students and provides space for adult ELL classes.

Title I, Part D: The district receives funds to support the Educational Alternatives Outreach program. Services are provided with district drop-out prevention.

Title II: The district receives supplemental funds for improving basic education through the purchase of small equipment to supplement educational program. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. In addition, Digital educators will model technology lessons and

assist teachers in infusing technology across the curriculum. District Literacy Coach will support teachers in implementation of reading initiatives and the new reading curriculum.

Title III: ESOL: District Services Coordination. Dictionaries provided to ESOL students.

Title X - Homeless: Transportation and school supplies provided to homeless students. The school works with the district Homeless Coordinator to provide resources (clothing, school supplies, social services, referrals, etc.) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs: Anti-bullying program provided in classrooms by dean and counselor.

Positive Behavior Support program funded by district ESE.

Nutrition Programs: Food4Kids provides weekend food staples for identified families. Community Eligibility Provision provides free breakfast and lunch to all students at Alachua Elementary.

Housing Programs: School supports after-school tutoring in subsidized housing complex.

Adult Education: ESOL classes for adults offered on campus at night in the Family Service Center.

Career and Technical Education: Career awareness activities and annual career fair provided for all students.

Other: After-school tutoring provided by senior volunteers from local churches and civic groups.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Eva Copeland	Principal
Irena Melvin	Parent
Chloe Campbell	Teacher
Dakota Faust	Teacher
Sarah Beck	Parent
Jessica Hall	Education Support Employee
Damon Messina	Business/Community
Felecia Decoursey	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*

Progress toward the school improvement plan is shared with the SAC committee during each meeting. Members are given the opportunity to contribute questions, concerns and comments. Assessment results are shared with the committee when they are made available..

##### *Development of this school improvement plan*

When assessment results are released, FSA results are shared with the SAC committee. The SAC committee discusses the results and gives input into the selection of the the targeted priorities. Barriers and suggested resolutions to the barriers are discussed with the committee. The SIP will be revisited through a discussion of data collected for improvements to the plan.

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

The proposed projected annual budget is presented to the SAC for input. Projects funded through lottery funds are approved/denied through the committee.

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

2014-2015 Lottery Budget: \$3481

Lesson Study Substitutes-\$655. Substitutes are purchased to cover teachers' classrooms as they complete the required Lesson Study.

Solar Club Teacher Stipend-\$240. Stipend paid to a teacher who facilitated the Solar Sprint Club. This teacher also took the club to competition in April.

Curriculum Development Summer Planning-\$925 This covered teachers planning for the upcoming school year.

A balance of \$1661.00 will roll over.

**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
Copeland, Eva	Principal
Berry, Kevin	Other
Filippi, Betsy	Instructional Coach
Thomas, Ric	Teacher, K-12
Proud, Marcia	Teacher, K-12
Becker, John	Teacher, K-12
Hiessenberg, Anne	Teacher, K-12

**Duties**

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

Defining and implementing a comprehensive differentiated schoolwide reading program that challenges students at all achievement levels. Implementation of the Florida standards and various resources to meet the standards.

**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 are given scheduled time for collaborative planning. To ensure time for teachers to meet, Faculty/PD meetings are scheduled for the first Wednesday of each month. The Leadership Team meets the second Wednesday of the month. These meetings are informational meetings. Team Leaders disseminate information from the Leadership Team meeting to their grade level teams. New/newer teachers meet once a month to discuss relevant topics with the group. The last Wednesday of the month is reserved for PLCs to meet, discuss and plan. PLCs present at the faculty meeting at the beginning of the month. Team meetings are scheduled each Thursday.

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers are as follows:  
PDS with Intern Mentors: Mentor teachers meet periodically to discuss/brainstorm/share the internship program; CRT & Principal  
Perspective teacher interview workshops; Principal  
County level mentor assigned to new teachers; Principal, District Mentor  
School based mentor assigned to new teachers; Principal, Building Level Mentor  
Host teacher intern program through the University of Florida, College of Education and St. Leo University; Principal, CRT, University Intern Coordinator

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

Mentor and teacher meet for curriculum development, lesson planning, and research-based instructional strategies for all domains and benchmarks. Team and committee meetings will assist new teachers. The Team Leader or peer teacher of each grade level will mentor the new hires. Team leaders will provide new hires with the necessary day to day functioning of a classroom. Procedures and policies will be covered in the meetings with the mentors.  
Mentor Dakota Faust - Layla Ward  
Mentor Marcia Proud - Susan Thomas  
Mentor Hayley delaPena - Renee Long  
Mentor Jeanne Sanders - Caitlin Copa  
Mentor Kathy Requesens - Patrick Duke  
Mentor Chelsea lobst - Amanda Spotz  
Planned monitoring will be through monthly "New Teacher " meetings, Snapshots and formal observations. The Literacy Coach, Math/Science Coach and technology coach will work with these new teachers also.

## **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***

District created Scope and Sequence aligning the Florida standards with the core curriculum are utilized by all teachers.

#### **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***

After assessments are given, reports are run for the Administrative team. Teachers have access to these reports in ACIIS. The CIMS Facilitator and teachers discuss the data at monthly meetings. Students who are not progressing are targets, strategies for remediation are discussed and then implemented by the classroom teacher. Students are then given an assessment on the remediated skill(s). Data is then re-examined to determine if progress has been made. Examples of strategies that have been used in the past are Title 1 services, targeted remediation through teacher guided work stations, academic recess (teachers pair up - one teacher supervises recess while the other provides guided instruction in 15 minute increments).



**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:** 17,160

The 21st Century Tutoring program is provided four days a week. Two of the days are Project Based learning days which will expose students to the robotics program. Other activities that could be included are Art, Chorus, Science, Health Activities, which will all align to the standards.

### **Strategy Rationale**

Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly low-performing students, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics. Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs and character education programs, that are designed to reinforce and complement the regular academic program of participating students.

Offer families of students served by community learning centers opportunities for literacy and related educational development.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Bing, Bonnie, bingam@gm.sbac.edu

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

Data is collected through the 21st Century Program. This data will be reviewed monthly at the Administrative Meeting.

## **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 Administrative Team meets with the Administrative Team of Irby Elementary during post planning to discuss the incoming students and their specific needs. In the fall of the following year, Alachua Elementary third grade teachers and Irby Elementary 2nd grade teachers meet after third grade teachers have met their students. At this time, Alachua teachers are able to ask specific questions of teachers on students they have in the third grade.

Transition meetings for our 5th grade ESE students are held in the Spring.

### **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**

The Guidance Counselor conducts classes in career awareness. Students are guided in looking up information on their career interest through books and computers. As a culminating activity to the career unit, local community and business owners attend our one day Career Fair. Students are given the opportunity to learn first hand about many different careers.

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

N/A

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

N/A

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

N/A

## 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:

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#### 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning.
- G2.** Teachers actively participate in instructional teams and Professional Learning Communities where they use student learning data from aligned assessments to plan to make instructional and curriculum decision across all three tier levels.
- G3.** Teachers engage students in meaningful, relevant and rigorous learning activities focused on the Florida standards driven by and measured by data which is shared with students during interactive feedback.

## 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.** Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning. 1a

G073349

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	65.0
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal** 2

- Parent resource room.
- Friendly front office staff.
- Teachers willing to accommodate parent schedules.
- Supportive community members.
- Events planned for different parts of the day to accommodate parents.
- Food4 Kids backpack program.
- Alligator Pals mentoring program.
- 21st Century Tutoring with transportation.
- Morning homework help.
- Community volunteers who tutor targeted third grade students in reading

**Targeted Barriers to Achieving the Goal** 3

- Parents do not understand their responsibilities in educating their child and are unaware of activities and events that support student learning.

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

During Administrative meetings, Title 1 sign-in sheets will be reviewed and analyzed to determine if the number of parents attending school events is increasing .

**Person Responsible**

Eva Copeland

**Schedule**

Quarterly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Notes from Administrative meetings.

**G2.** Teachers actively participate in instructional teams and Professional Learning Communities where they use student learning data from aligned assessments to plan to make instructional and curriculum decision across all three tier levels. 1a

G073350

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	65.0
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal** 2

- Scheduled PLC Meetings
- Scheduled Team Meetings
- Assigned tasks for each PLC
- School-wide team meeting agenda
- District teacher leaders
- District curriculum coaches

**Targeted Barriers to Achieving the Goal** 3

- Few aligned assessments available.
- New scope and sequence

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

Notes from data chats. Students are showing growth in assessments throughout all subjects as discussed in Data Chats. For students who are not showing growth, teachers and administrative staff will develop strategies to provide students with more resources.

**Person Responsible**

Eva Copeland

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Individual data charts, school-wide data charts.

**G3.** Teachers engage students in meaningful, relevant and rigorous learning activities focused on the Florida standards driven by and measured by data which is shared with students during interactive feedback. 1a

 G073351

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	65.0
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal** 2

- Curriculum aligned to the standards.
- Curriculum maps aligned to the standards and assessment timeline.
- Instructional coaches.
- Assessment data provided in a timely manner.
- Relevant professional development.

**Targeted Barriers to Achieving the Goal** 3

- Different levels of teacher knowledge.

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

Notes from data chats.. Students are showing growth in assessments throughout all subjects as discussed in Data Chats. For students who are not showing growth, teachers and administrative staff will develop strategies to provide students with more resources.

**Person Responsible**

Eva Copeland

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Individual data charts, school-wide data chart.

## 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.** Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning. **1**

 **G073349**

**G1.B2** Parents do not understand their responsibilities in educating their child and are unaware of activities and events that support student learning. **2**

 **B191718**

**G1.B2.S1** 7 Habits of Highly Effective Students agenda will be utilized. **4**

 **S203160**

### Strategy Rationale

Parents will be kept informed of daily assignments and could communicate with teachers on a daily basis.

### Action Step 1 **5**

Teachers will explain the 7 Habits Planners to parents to explain the use of the planners.

#### Person Responsible

Eva Copeland

#### Schedule

On 9/10/2015

#### Evidence of Completion

Parent sign-in sheets and parental interaction via planners.

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

Teachers will include the planner presentation on their agenda

**Person Responsible**

Eva Copeland

**Schedule**

On 9/10/2015

***Evidence of Completion***

Teachers' agenda

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

Observation of students utilizing their planners on a daily basis.

**Person Responsible**

Eva Copeland

**Schedule**


Weekly, from 9/10/2015 to 6/9/2016

***Evidence of Completion***

Planners

**G1.B2.S2** The phone home system will be used more frequently to inform parents of upcoming events.

4

 S203161

### Strategy Rationale

Messages sent to parents via e-mail and phone messages of important information for the upcoming week(s) will allow them to be better informed.

### Action Step 1 5

The principal will create and send phone home messages when needed.

#### Person Responsible

Kevin Berry

#### Schedule

Biweekly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Saved outgoing messages on the phone home system.

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

During Administrative Meetings, the team will discuss which phone messages should be sent home.

#### Person Responsible

Kevin Berry

#### Schedule

On 6/9/2016

#### Evidence of Completion

Notes from Administrative meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Attendance at school events will be evidenced by Title 1 sign-in sheets.

**Person Responsible**

Bonnie Bing

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Sign in sheets.

**G1.B2.S3** Marquee and website kept up-to-date. 4

 S203162

**Strategy Rationale**

Parents will have a visual driving by the school of upcoming events and can track them on the webstie.

**Action Step 1** 5

The marquee and website will be kept up to day with event information.

**Person Responsible**

Terry Morauer

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Updated website and marquee.



**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

The website and marquee will be reviewed periodically for updated information.

**Person Responsible**

Kevin Berry

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Website and marquee match Google calendar.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Parents attend scheduled events.

**Person Responsible**

Linda Cruce


**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Title 1 sign in sheets.

**G1.B2.S4** Biweekly parent newsletter to be sent home. 4

 S203163

**Strategy Rationale**

Parents can get a two week preview of important information and events.

**Action Step 1** 5

A bi-weekly parent newsletter created by the principal will be sent home twice monthly.

**Person Responsible**

Terry Morauer

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Parent newsletter

**Plan to Monitor Fidelity of Implementation of G1.B2.S4** 6

Parent newsletter will be written with input from the Administrative team.

**Person Responsible**

Terry Morauer

**Schedule**

On 6/9/2016

***Evidence of Completion***

Administrative meeting notes.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S4** 7

Attendance at school events will increase.

**Person Responsible**

Bonnie Bing

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016


***Evidence of Completion***

Title 1 sign-in sheets.

**G2.** Teachers actively participate in instructional teams and Professional Learning Communities where they use student learning data from aligned assessments to plan to make instructional and curriculum decision across all three tier levels. **1**

 G073350

**G2.B2** Few aligned assessments available. **2**

 B191721

**G2.B2.S1** Teachers working in scheduled PLCs to create or seek out aligned assessments. **4**

 S203164

### **Strategy Rationale**

Few assessments are aligned to the Florida standards in some subject areas..

### **Action Step 1** **5**

District Teacher Leaders facilitate school level PLCs to create or seek out aligned assessments to the Florida Standards.

#### **Person Responsible**

Kevin Berry

#### **Schedule**

Monthly, from 8/24/2015 to 6/9/2016

#### **Evidence of Completion**

PLCs will submit newly aligned assessments to the CRT before administering them.

### **Action Step 2** **5**

PLCs will turn in aligned assessment to the CRT to review. After approval, teachers will administer aligned assessments.

#### **Person Responsible**

Kevin Berry

#### **Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

#### **Evidence of Completion**

Aligned assessment samples.

### Action Step 3 5

Teachers will administer the aligned assessments, collect relevant data, and review with the FCIM Facilitator during data chats.

**Person Responsible**

Bonnie Bing

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Data chat notes.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Created assessments that are aligned to the Florida Standards will be submitted to the CRT before administering to students.

**Person Responsible**

Kevin Berry

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Aligned assessments.

### Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data collected from the newly created aligned assessments will be discussed monthly with the FCIM Facilitator. Student progress will be monitored for mastery of the standards. For students not mastering standards, strategies will be brainstormed to use to remediate before assessing a second time for mastery.

**Person Responsible**

Bonnie Bing

**Schedule**

Biweekly, from 9/1/2015 to 6/9/2016

***Evidence of Completion***

Action plans from data chats.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data will be discussed at weekly Administrative Team Meetings focusing on students not making adequate progress. Strategies will be discussed at the meeting and shared with teachers at a later date.

### Person Responsible

Eva Copeland

### Schedule

Weekly, from 8/24/2015 to 6/9/2016

### Evidence of Completion

Notes from data chats with classroom teachers.

## G2.B3 New scope and sequence 2

 B191722

**G2.B3.S1** Develop templates to analyze student data. Provide professional development about how to utilize the templates. 4

 S203165

### Strategy Rationale

Some teachers lack the knowledge to successfully analyze student data.

## Action Step 1 5

CRT developed template to analyze data.

### Person Responsible

Eva Copeland

### Schedule

On 9/8/2015

### Evidence of Completion

Templates

**Action Step 2** 5

Provide professional development on data and goal setting

**Person Responsible**

Kevin Berry

**Schedule**

On 10/7/2015

***Evidence of Completion***

Sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Principal observes professional development.

**Person Responsible**

Eva Copeland

**Schedule**

On 10/7/2015

***Evidence of Completion***

Sign in sheets for the professional development inservice.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Principal, CRT, and Literacy Coach will attend team data meetings.

**Person Responsible**

Eva Copeland

**Schedule**

Monthly, from 9/1/2015 to 6/9/2016


***Evidence of Completion***

Team meeting minutes.

**G3.** Teachers engage students in meaningful, relevant and rigorous learning activities focused on the Florida standards driven by and measured by data which is shared with students during interactive feedback. 1

 G073351

**G3.B1** Different levels of teacher knowledge. 2

 B191723

**G3.B1.S1** Provide differentiated professional development. 4

 S203166

### **Strategy Rationale**

Different teachers have different needs depending on their prior experiences.

### **Action Step 1** 5

Create and distribute a professional development needs assessment to the faculty.

#### **Person Responsible**

Kevin Berry

#### **Schedule**

On 9/30/2016

#### **Evidence of Completion**

Results of survey

### **Action Step 2** 5

A differentiated professional development calendar will be created by the principal, CRT and Literacy Coach.

#### **Person Responsible**

Kevin Berry

#### **Schedule**

On 10/9/2015

#### **Evidence of Completion**

The differentiated professional development calendar.

### Action Step 3 5

Access resources and personnel to conduct differentiated professional development.

**Person Responsible**

Eva Copeland

**Schedule**

Monthly, from 10/12/2015 to 6/9/2016

**Evidence of Completion**

PD Sign-In Sheets

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

Review and periodically update PD calendar that was shared on Google Drive.

**Person Responsible**

Eva Copeland

**Schedule**

Monthly, from 10/12/2015 to 6/9/2016

**Evidence of Completion**

PD Calendar on Google Drive

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

Principal will monitor implementation of professional development.

**Person Responsible**

Eva Copeland

**Schedule**

Biweekly, from 10/12/2015 to 6/9/2016

**Evidence of Completion**

Implementation of PD will be evidenced in lesson plans, formal and informal observations.

## Appendix 1: Implementation Timeline

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



**Alachua - 0161 - Alachua Elementary School - 2015-16 SIP**  
*Alachua Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will explain the 7 Habits Planners to parents to explain the use of the planners.	Copeland, Eva	9/10/2015	Parent sign-in sheets and parental interaction via planners.	9/10/2015 one-time
G1.B2.S2.A1	The principal will create and send phone home messages when needed.	Berry, Kevin	8/24/2015	Saved outgoing messages on the phone home system.	6/9/2016 biweekly
G1.B2.S3.A1	The marquee and website will be kept up to day with event information.	Morauer, Terry	8/24/2015	Updated website and marquee.	6/9/2016 biweekly
G1.B2.S4.A1	A bi-weekly parent newsletter created by the principal will be sent home twice monthly.	Morauer, Terry	8/24/2015	Parent newsletter	6/9/2016 biweekly
G2.B2.S1.A1	District Teacher Leaders facilitate school level PLCs to create or seek out aligned assessments to the Florida Standards.	Berry, Kevin	8/24/2015	PLCs will submit newly aligned assessments to the CRT before administering them.	6/9/2016 monthly
G2.B3.S1.A1	CRT developed template to analyze data.	Copeland, Eva	9/8/2015	Templates	9/8/2015 one-time
G3.B1.S1.A1	Create and distribute a professional development needs assessment to the faculty.	Berry, Kevin	9/30/2015	Results of survey	9/30/2016 one-time
G2.B2.S1.A2	PLCs will turn in aligned assessment to the CRT to review. After approval, teachers will administer aligned assessments.	Berry, Kevin	8/24/2015	Aligned assessment samples.	6/9/2016 biweekly
G2.B3.S1.A2	Provide professional development on data and goal setting	Berry, Kevin	10/7/2015	Sign in sheets	10/7/2015 one-time
G3.B1.S1.A2	A differentiated professional development calendar will be created by the principal, CRT and Literacy Coach.	Berry, Kevin	10/9/2015	The differentiated professional development calendar.	10/9/2015 one-time
G2.B2.S1.A3	Teachers will administer the aligned assessments, collect relevant data, and review with the FCIM Facilitator during data chats.	Bing, Bonnie	8/24/2015	Data chat notes.	6/9/2016 biweekly
G3.B1.S1.A3	Access resources and personnel to conduct differentiated professional development.	Copeland, Eva	10/12/2015	PD Sign-In Sheets	6/9/2016 monthly
G1.MA1	During Administrative meetings, Title 1 sign-in sheets will be reviewed and analyzed to determine if the number of parents attending school events is increasing .	Copeland, Eva	8/24/2015	Notes from Administrative meetings.	6/9/2016 quarterly
G1.B2.S1.MA1	Observation of students utilizing their planners on a daily basis.	Copeland, Eva	9/10/2015	Planners	6/9/2016 weekly
G1.B2.S1.MA1	Teachers will include the planner presentation on their agenda	Copeland, Eva	9/10/2015	Teachers' agenda	9/10/2015 one-time
G1.B2.S2.MA1	Attendance at school events will be evidenced by Title 1 sign-in sheets.	Bing, Bonnie	8/24/2015	Sign in sheets.	6/9/2016 monthly
G1.B2.S2.MA1	During Administrative Meetings, the team will discuss which phone messages should be sent home.	Berry, Kevin	8/24/2015	Notes from Administrative meetings.	6/9/2016 one-time
G1.B2.S3.MA1	Parents attend scheduled events.	Cruce, Linda	8/24/2015	Title 1 sign in sheets.	6/9/2016 biweekly
G1.B2.S3.MA1	The website and marquee will be reviewed periodically for updated information.	Berry, Kevin	8/24/2015	Website and marquee match Google calendar.	6/9/2016 biweekly
G1.B2.S4.MA1	Attendance at school events will increase.	Bing, Bonnie	8/24/2015	Title 1 sign-in sheets.	6/9/2016 monthly
G1.B2.S4.MA1	Parent newsletter will be written with input from the Administrative team.	Morauer, Terry	8/24/2015	Administrative meeting notes.	6/9/2016 one-time

**Alachua - 0161 - Alachua Elementary School - 2015-16 SIP**  
*Alachua Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Notes from data chats. Students are showing growth in assessments throughout all subjects as discussed in Data Chats. For students who are not showing growth, teachers and administrative staff will develop strategies to provide students with more resources.	Copeland, Eva	8/24/2015	Individual data charts, school-wide data charts.	6/9/2016 biweekly
G2.B2.S1.MA1	Data collected from the newly created aligned assessments will be discussed monthly with the FCIM Facilitator. Student progress will be monitored for mastery of the standards. For students not mastering standards, strategies will be brainstormed to use to remediate before assessing a second time for mastery.	Bing, Bonnie	9/1/2015	Action plans from data chats.	6/9/2016 biweekly
G2.B2.S1.MA3	Data will be discussed at weekly Administrative Team Meetings focusing on students not making adequate progress. Strategies will be discussed at the meeting and shared with teachers at a later date.	Copeland, Eva	8/24/2015	Notes from data chats with classroom teachers.	6/9/2016 weekly
G2.B2.S1.MA1	Created assessments that are aligned to the Florida Standards will be submitted to the CRT before administering to students.	Berry, Kevin	8/24/2015	Aligned assessments.	6/9/2016 biweekly
G2.B3.S1.MA1	Principal, CRT, and Literacy Coach will attend team data meetings.	Copeland, Eva	9/1/2015	Team meeting minutes.	6/9/2016 monthly
G2.B3.S1.MA1	Principal observes professional development.	Copeland, Eva	10/7/2015	Sign in sheets for the professional development inservice.	10/7/2015 one-time
G3.MA1	Notes from data chats.. Students are showing growth in assessments throughout all subjects as discussed in Data Chats. For students who are not showing growth, teachers and administrative staff will develop strategies to provide students with more resources.	Copeland, Eva	8/24/2015	Individual data charts, school-wide data chart.	6/9/2016 biweekly
G3.B1.S1.MA1	Principal will monitor implementation of professional development.	Copeland, Eva	10/12/2015	Implementation of PD will be evidenced in lesson plans, formal and informal observations.	6/9/2016 biweekly
G3.B1.S1.MA1	Review and periodically update PD calendar that was shared on Google Drive.	Copeland, Eva	10/12/2015	PD Calendar on Google Drive	6/9/2016 monthly

## 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.*

**G2.** Teachers actively participate in instructional teams and Professional Learning Communities where they use student learning data from aligned assessments to plan to make instructional and curriculum decision across all three tier levels.

### **G2.B3** New scope and sequence

**G2.B3.S1** Develop templates to analyze student data. Provide professional development about how to utilize the templates.

#### **PD Opportunity 1**

Provide professional development on data and goal setting

##### **Facilitator**

Betsy Filippi, Kevin Berry

##### **Participants**

Teachers

##### **Schedule**

On 10/7/2015

**G3.** Teachers engage students in meaningful, relevant and rigorous learning activities focused on the Florida standards driven by and measured by data which is shared with students during interactive feedback.

### **G3.B1** Different levels of teacher knowledge.

**G3.B1.S1** Provide differentiated professional development.

#### **PD Opportunity 1**

Access resources and personnel to conduct differentiated professional development.

##### **Facilitator**

Kevin Berry Betsy Filippi Kay Kuhne Melody Hoffstetter Shawn Swal Chancey Freeman

##### **Participants**

Faculty

##### **Schedule**

Monthly, from 10/12/2015 to 6/9/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B2.S1.A1	Teachers will explain the 7 Habits Planners to parents to explain the use of the planners.				\$0.00
2	G1.B2.S2.A1	The principal will create and send phone home messages when needed.				\$0.00
3	G1.B2.S3.A1	The marquee and website will be kept up to day with event information.				\$0.00
4	G1.B2.S4.A1	A bi-weekly parent newsletter created by the principal will be sent home twice monthly.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00
			Notes: Funds will be used for paper.			
5	G2.B2.S1.A1	District Teacher Leaders facilitate school level PLCs to create or seek out aligned assessments to the Florida Standards.				\$0.00
6	G2.B2.S1.A2	PLCs will turn in aligned assessment to the CRT to review. After approval, teachers will administer aligned assessments.				\$0.00
7	G2.B2.S1.A3	Teachers will administer the aligned assessments, collect relevant data, and review with the FCIM Facilitator during data chats.				\$0.00
8	G2.B3.S1.A1	CRT developed template to analyze data.				\$0.00
9	G2.B3.S1.A2	Provide professional development on data and goal setting				\$0.00
10	G3.B1.S1.A1	Create and distribute a professional development needs assessment to the faculty.				\$0.00
11	G3.B1.S1.A2	A differentiated professional development calendar will be created by the principal, CRT and Literacy Coach.				\$0.00
12	G3.B1.S1.A3	Access resources and personnel to conduct differentiated professional development.				\$0.00
Total:						\$0.00