

William S. Talbot Elem School



2015-16 School Improvement Plan

William S. Talbot Elem School

5701 NW 43RD ST, Gainesville, FL 32653

<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	No	31%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

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

**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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To teach children in a way that promotes academic growth and life-long learning within a safe environment, which recognizes the diversity of childrens' needs and abilities.
We are committed to the success of every student!

Provide the school's vision statement

W. S. Talbot Elementary School strives for excellence by actively involving all students, parents, staff and the community in a safe, nurturing and respectful environment.

School Environment

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

Talbot's teachers and staff build relationships with students and families by making phone calls, home visits and welcoming families into our school. On the Friday before school begins, we host a "Meet the Teacher" event, where students and their families can visit the school, meet the teacher and see their classroom. After school begins, we hold our annual Open House. During Open House, teachers present information about class rules, procedures, and behavior and academic expectations. Teachers schedule conferences throughout the year. Special time is set aside during the fall semester for teachers to hold late afternoon and evening conferences to accommodate parents' varying schedules.

In addition, we have an evening International Fair where families (and some of Talbot's teachers) share information, photos, maps and foods relating to their culture.

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

Teachers and staff have assigned posts around our campus where students are safely monitored throughout the day. Patrols, faculty and staff welcome and greet families and students each morning and when leaving in the afternoon. We have a school-wide crisis plan that is reviewed with faculty and staff members at the beginning of the year. Each teacher reviews the emergency drill information with the students during the first week of school. We conduct monthly fire drills, at least two inclement weather drills, and two lock-down drills each year.

Volunteers are required to complete a district volunteer application before volunteering in classrooms or on field trips. These forms must be reviewed and approved by the volunteer coordinator.

Visitors and volunteers must enter through the main office. All other access points on campus are locked during the school day. Visitors must present a government-issued identification and receive a name-tag before entering the building. Our school is equipped with a security door that must be activated by the person at the front desk for anyone to access our main building.

A Gainesville Police Department officer serves as our School Resource Officer. We share this officer with another school. When on campus, the officer interacts with the students during lunch time, helps with morning and afternoon duty, attends parent meetings, conferences with students, and serves as a resource and support for the teachers and administrators.

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

We believe that students have a right to an education with minimal distractions. A positive behavior system within each classroom is a common thread throughout our school. Teachers use a behavior approach called Above the Line. Students and teachers model and discuss behaviors that would be considered appropriate, "above the line" behaviors and those that would be considered inappropriate "below the line" behaviors. This common language is used throughout the school by all school personnel. These behaviors, as well as classroom rules and procedures and/or consequences and rewards are posted for students to view. When off-task behavior is noted, teachers provide students with a warning. If the negative behavior continues, a time out may occur followed by a note or call home to the parent. Students with continuous or more serious behavior concerns may be referred to the Assistant Principal or Principal. Students who may need support in conflict resolution and/or peer relationships can work with the school counselor with small groups or on an individual basis as needed.

Training for improving student behavior or help with behavior management may be provided for teachers.

(Above The Line Behavior modeling is available to any teacher).

When new students enroll at Talbot, they are provided with the school handbook, the school calendar, a copy of the district Student Code of Conduct and a parent guide. Individual teachers provide the students with information specific to their class regarding classroom rules and procedures and behavior expectations.

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

Talbot ensures the social-emotional needs of students through peer mentors and counseling services. Our school counselor sees students weekly through individual or group sessions. Students who qualify are given food backpacks that are taken home on the weekends and returned. The school counselor is involved in helping homeless families with bus transportation to and from school as well as teaching classroom guidance lessons that cover academic social/emotional career awareness domains. As a school, we try to increase pro social behaviors with bullying prevention and the "No Name Calling" program. As a faculty, we also promote a time of "Giving" during the fall and winter holidays.

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

The early warning indicators used in our school include attendance, suspension rates, and nine weeks grades for ELA and Math. We also monitor our students' progress through district and class assessments. Teachers and administrators keep data charts with assessment information and meet regularly to discuss the data.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	11	8	4	6	6	41
One or more suspensions	0	0	1	1	6	4	12
Course failure in ELA or Math	0	0	0	0	1	4	5
Level 1 on statewide assessment	0	0	0	0	0	14	14
	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	2	4	5	
Students exhibiting two or more indicators	1	6	7	14

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

Within the classroom, the teacher will implement Response to Intervention (RTI) strategies, which targets where the student is struggling so the teacher can implement strategies to help show improvement. Teachers can implement the student use of Fast ForWord, I- Station, Reflex Math, Great Leaps, and Earobics (as possible interventions). Teachers also provide small group instruction for students who are struggling. Furthermore, an Educational Planning Team (EPT) meeting is scheduled when needed. The EPT will consider and discuss relevant information to decide what further interventions are needed. Student progress is monitored by teachers and by members of our leadership team on an on-going basis.

Students in third grade identified as have difficulty will be offered after school tutoring

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators communicate with parents on a daily to weekly basis by email, newsletters or in person. The school uses the Black Board emails and phone system to send out email and recorded messages to parents about upcoming school activities. We strive to make families feel welcome as soon as they step onto our campus. Parents are informed of their child's progress by interim reports, report cards, and Progress Monitoring Plans (if applicable). Teachers send home weekly, biweekly or monthly class newsletters. We also schedule evening conference times to accommodate parents who are unable to attend conferences during the day.

We offer many events that we feel help instill the love of learning. Some of our events include Book

Fair, Stories and Cookies Night, International Fair, STEM (Science, Technology, Engineering and Math) Night and the Sunshine State Young Reader Award Program.

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

The school principal spearheads the process of establishing and fostering business and community partnerships. She makes contacts with potential partners via personal phone calls and by visiting their establishments. In addition, she invites members of the community to serve on our School Advisory Council and solicits their help with providing donations of time and money. She also actively seeks opportunities for grants through these businesses and fosters relationships that are on-going. In addition, other support staff members such as the Assistant Principal, School Counselor and teacher leaders approach potential partners as well. Talbot Elementary has also forged a strong partnership with the Pine Ridge Community Center, a center dedicated to helping some of our students who are most in need of support. Teachers and staff provide information and support the community center volunteers to assist them in tutoring the students who attend the center's after school 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
Dell, Nannette	Principal
Linn, Valerie	Guidance Counselor
Feagin, Deanna	Assistant Principal

Duties

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

The Principal, Assistant Principal and School Counselor comprise the school leadership team. The leadership team meets weekly to discuss curriculum, behavior and guidance programs, as well as student and teacher needs. The leadership team helps to monitor and support curriculum implementation. Members of the

leadership team meet with grade level teams quarterly to discuss data and make instructional decisions based on the data.

Talbot's principal serves as the instructional leader for the school. She oversees all curricular decisions. The school principal also observes and provides feedback to the teachers regarding effective instructional practices. She helps support a common vision for the use of data based decision making, ensures the school based team is implementing Rtl, coordinates and/or provides professional development, conducts classroom walk-throughs, participates in grade level data chat meetings and other grade level meetings, facilitates leadership team meetings and team leader meetings. The principal also communicates with parents regularly through email, phone messages, newsletters, and parent conferences to share information and to address concerns and questions. Talbot's Assistant Principal provides curriculum support and training for teachers, provides assessment and data support, and serves as assessment coordinator. The Assistant Principal also provides behavior support and training for teachers, helps develop behavior interventions, monitors behavior data for individual students and school-wide behavior trends and supports the teachers in

the implementation of Above the Line program. The Assistant Principal also serves as the Healthy School Teams Chairperson. The Assistant principal also conducts classroom walk-throughs, teacher observations, and faculty and staff evaluations.

The School Counselor provides training and support in the RtI process annually and as needed, collaborates and consults with teachers, facilitates leadership meetings related to RtI, monitors scheduling of Educational Planning Team meetings, facilitates Educational Planning Team meetings, teaches students through classroom guidance lessons, is responsible for scheduling of ESE meetings and 504 meetings, and works with parents of students who have academic and/or social concerns. The School Counselor also oversees programs that support our families such as the food basket and holiday gift drives, Unity Day, and No-name Calling Day. Our School Counselor is the chairperson for the Trauma Sensitive Schools team and is the ESE team leader.

The school also has seven teacher leaders who provide curriculum support in different subject areas. These teacher leaders meet regularly with district staff and teacher leaders from other schools to plan, coordinate and make decisions regarding the district curricular initiatives. The teacher leaders then provide training and information to the Talbot teachers.

Talbot has an active school improvement process with committees which meet several times throughout the year to assess progress toward goals and evaluate course of action. These school improvement committee meetings are chaired by teacher leaders.

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

As a school, we strive to use data to drive instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week on Mondays) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students.

Title II-Our district receives funds that enable us to support our educational programs through the purchase of technology. Technology helps increase learner engagement while exposing students to the technology they will need to be successful adults. In addition to technology, district coaches (technology coach and mentor coach) help support the instructional goals of our school.

Title III- Our district provides support through educational materials for our English Language Learners.

In addition, given the number of ELL students we serve, we receive additional support for our students via afterschool tutoring.

Title X- Our district's Homeless Coordinator serves as a liaison to the school as we work together to provide our homeless students with the resources they need.

Supplemental Academic Instruction- It is with this funding that we are able to provide our third graders who need remediation with an extended school year opportunity.

Violence Prevention Programs-Our district has adopted a zero tolerance to bullying initiative. Our school promotes this stance on a daily basis.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nannette Dell	Principal
Vance Crowder	Business/Community
Rusty Daugherty	Business/Community
Jennifer Davis	Teacher
Jeannie Feidler	Education Support Employee
Rebecca Howland	Teacher
Jagadish Swamy	Parent
Alisha Roberts	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

A draft of the School Improvement Plan was presented to the SAC members. All members were given an opportunity for input. The plan was endorsed by all members of the SAC.

Development of this school improvement plan

The School Advisory Council helps with the creation and evaluation of the School Improvement Plan. In addition, they work closely with the principal to approve the expenditure of lottery funds and ensure they are tied to the School Improvement Plan. The plan will be shared at the January 2016 meeting.

Preparation of the school's annual budget and plan

The budget and plan are prepared based on looking at numbers from the previous year. Any expenditure from the lottery funds were approved by the School Advisory Committee. School advisory chair approved and signed off on the school budget.

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

Any school improvement funds will be used to advance the goals of each curricular area (Reading, Writing, Science, and Math).

Writing Curriculum - ADV - \$3600.00

Document cameras - LOT and ADV - \$5700.00

Gizmo - LOT - \$1500.00

Accelerated Reader-PTA \$3799.00

Tutoring-Grant - \$7000.00

Book Study - CREATE- \$1500.00

Ticket to Read - ADV - \$3500

Curriculum Planning - ADV - \$2600.00

IXL Math - Grant/ADV - \$3000.00

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
Dell, Nannette	Principal
Feagin, Deanna	Assistant Principal
Linn, Valerie	Guidance Counselor
Dankovich, Kristen	Teacher, K-12
Rife, Erin	Teacher, K-12
Skipper, Sarah	Teacher, K-12
Heron, Rebecca	Teacher, K-12
Clemons, Kathy	Teacher, K-12
Guarino, Anna	Teacher, K-12
Dean, Kristen	Teacher, K-12
Fuller, Kiomaris	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team consists of team leaders from each grade level, as well as two ELA teacher leaders representing grades K-2 and grades 3-5 and the media specialist. The LLT provides the leadership for reading initiatives throughout the school. The ELA teacher leaders worked throughout the summer with teacher leaders from other schools to review the standards and materials, and create a scope and sequence for each grade level. The teacher leaders also worked to review the assessments from the reading basal and formulate a plan for using these assessments. The ELA teacher leaders helped to develop district-wide AIMS assessments to be administered quarterly. The data from these quarterly assessments will be used for progress monitoring and to make instructional decisions.

Team Leaders work with their teams to formulate plans for grade level presentations and activities related to reading and literacy. Students in grades three through five are encouraged and rewarded for reading Sunshine State Reader books. Students who reach their goal are recognized by the principal on the announcements. A party for all students who reach their goal is planned for the end of the year.

The Media Specialist shares information with the teachers about materials in the Media Center through a quarterly newsletter. The Media Specialist promotes reading throughout the day through her media classes. She develops monthly displays of themed books for student to review and checkout.

The committee also plans to focus on strengthening the home/school relationship. Members from the LLT will meet with staff and volunteers from a community center in one of our neighborhoods to provide guidance and materials for the students. We will provide literacy opportunities beyond the school day that foster the parent/child relationship in regards to reading.

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 meet weekly to collaborate with their respective teams. This time is set aside as uninterrupted time. Time is utilized to plan, brainstorm ideas, write lesson plans, and review data with the purpose of identifying trends. Every team has also developed a systematic plan for familiarizing themselves with the standards and test specifications for the new FSA. In addition, they are spending time looking at item specifications and refining their plans to best meet the needs of all students.

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

Our district actively pursues qualified teacher applicants via job fairs and the use of our district website. In addition, we work to retain faculty by providing them with a variety of supports. Each beginning teacher is assigned a district mentor coach who works with them on a daily basis. In addition, the principal assigns an informal mentor coach to beginning and new teachers within the school. Our Leadership Team comprised of Principal, Assistant Principal and Guidance Counselor provide daily support as well.

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

Our county provides district mentors to support our beginning teachers on a regular basis. In addition to meeting with beginning teachers, they provide active support in the classroom to provide feedback and model lessons. Our school also provides teachers with the opportunity to observe other teachers who teach the same grade level so they can observe best practices in action. In addition to the support provided by the district, our leadership team including Principal, Assistant Principal and School Counselor, and Team Leaders work to provide new teachers with the support they need on a regular basis.

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

Our Principal and Assistant Principal attend monthly meetings to ensure that our programs, texts and materials are endorsed by our district. Our district has also provided the teachers with Instructional calendars. Trainings will be facilitated by Teacher Leaders and/or a member of our school's leadership team.

Over the summer, our teacher leaders met as a group with district personnel to review our standards, materials and developed a Scope and Sequence for each subject area (ELA, Math, Science & Social Studies). The leaders developed grade level assessments based on the Florida standards to be used for ongoing progress monitoring. Teacher leaders will receive training throughout the year and share this information with the rest of the faculty.

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

As a school, we are committed to using data as a critical piece of planning meaningful instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an

on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students. Students in our lowest quartile are placed on a progress monitoring plan (PMP). Within this plan, teachers list the areas of struggle and ways that they will work to help students become proficient. Also, a teacher may implement Response to Intervention (RTi) where she/he can differentiate their instruction by providing rigorous literacy or math stations and guided reading or math groups while focusing on specific needs for students.

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: 2,400

Given that we are not a Title I school, but have approximately 34% of our students who are on free and reduced lunch, we are committed to providing at least one grade level with additional tutoring with a certified teacher two to three times per week for 20 weeks. While not all students who are served through this program are on free and reduced lunch, we are focusing on students who have multiple risk factors (ie. poor attendance, low grades, behavior). Given limited funds, our focus for after school tutoring is on third grade students.

Strategy Rationale

Providing extra time and targeted help for struggling students with core academic instruction will give students more time on task and help close the gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Feagin, Deanna , feagindm@gm.sbac.edu

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

Teacher observation and data from Fast ForWord, (a cognitive skills-building program endorsed by our school district) and data from IStation will be used to determine the effectiveness of the strategy.

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

In an effort to ensure a smooth transition from preschool to kindergarten, we will continue to provide a Kindergarten Round Up in the spring to disseminate information to parents and allow students to familiarize themselves with our building and setup. In addition, we will once again plan to offer a screening opportunity to aid in the placement of students. Our goal is to achieve balanced classes. We will also continue to offer tours to families who will have children entering our school. For our students moving to middle school, opportunities exist for them to shadow at the middle school level and also attend Open House.

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

N/A

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.** As a faculty and staff, we will continue to enhance the culture of our school by working to help meet the academic and social needs of all students.
- G2.** We will use on-going monitoring of student data to help drive instruction.
- G3.** Through a focus on learner engagement, students will demonstrate increased achievement by using a variety of resources and/or strategies to increase skills.

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. As a faculty and staff, we will continue to enhance the culture of our school by working to help meet the academic and social needs of all students. 1a

G073595

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- Trauma Sensitive Training
- District Brain Workshop Training
- Classroom Guidance Lessons

Targeted Barriers to Achieving the Goal 3

- Students have experienced trauma that impacts their success in school.
- Understanding of different cultural groups and the challenges some families may face.

Plan to Monitor Progress Toward G1. 8

Faculty and staff will be looking at suspension data and behavior challenges within the classroom.

Person Responsible

Nannette Dell

Schedule

Monthly, from 1/11/2016 to 6/9/2016

Evidence of Completion

Suspension and time out data will be used as evidence.

G2. We will use on-going monitoring of student data to help drive instruction. 1a

G073596

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0
FSA Mathematics - Achievement	75.0
FCAT 2.0 Science Proficiency	86.0

Resources Available to Support the Goal 2

- PCG Data Reports with quarterly assessment data
- Weekly/Biweekly classroom assessments
- FSA data reports

Targeted Barriers to Achieving the Goal 3

- Understanding the data.

Plan to Monitor Progress Toward G2. 8

We will review student data quarterly to determine if the students are making academic progress.

Person Responsible

Nannette Dell

Schedule

Quarterly, from 11/17/2015 to 6/9/2016

Evidence of Completion

Student data reports

Plan to Monitor Progress Toward G2. 8

In correlation with the data meetings, teachers will complete a reflection and goal setting form based on their information gained from their data.

Person Responsible

Nannette Dell

Schedule

Quarterly, from 11/17/2015 to 6/9/2016

Evidence of Completion

The principal and assistant principal will reflect and review the reflection and goal setting form.

G3. Through a focus on learner engagement, students will demonstrate increased achievement by using a variety of resources and/or strategies to increase skills. 1a

 G073597

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0
FSA Mathematics - Achievement	75.0

Resources Available to Support the Goal 2

- Fast ForWord, IStation, IXL Math, Kagan structures, Guided Reading, CPalms, Great Leaps, after school tutoring for 3rd graders, student book club, Earobics, Starfall, Literacy Stations, Accelerated Reader, 90 minute reading block, leveled readers, content reading, FSA -writing practices, FCRR activities, Teacher and Support Staff (ESE/Enrichment).

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement.

Plan to Monitor Progress Toward G3. 8

Analyze data on a regular basis

Person Responsible

Deanna Feagin

Schedule

Every 6 Weeks, from 8/18/2015 to 6/4/2016

Evidence of Completion

Increased student achievement

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. As a faculty and staff, we will continue to enhance the culture of our school by working to help meet the academic and social needs of all students. **1**

 **G073595**

G1.B1 Students have experienced trauma that impacts their success in school. **2**

 **B192217**

G1.B1.S1 Provide Trauma Sensitive School training. **4**

 **S203648**

Strategy Rationale

Teachers who have an understanding about how trauma affects students will engage in reflective practices and learn and implement new strategies.

Action Step 1 **5**

We will provide an introductory training to all faculty members.

Person Responsible

Valerie Linn

Schedule

On 10/7/2015

Evidence of Completion

The guidance counselor will collect sign in sheets.

Action Step 2 5

We will form a Trauma and Sensitive School Team with a representative from each grade level.

Person Responsible

Valerie Linn

Schedule

On 6/9/2016

Evidence of Completion

The team will develop a Trauma Team Mission Statement.

Action Step 3 5

We will host a presentation by a local expert in parent/child therapy (PCIT) for teacher to learn additional effective communication.

Person Responsible

Valerie Linn

Schedule

On 6/9/2016

Evidence of Completion

Mrs. Linn will collect sign in sheets for the training.

G1.B2 Understanding of different cultural groups and the challenges some families may face. 2

 B192218

G1.B2.S1 Faculty and Staff will participate in a book study discussion on working with and communicating with families from other backgrounds. 4

 S203649

Strategy Rationale

Understanding the cultural backgrounds of students can help our school communicate effectively with families.

Action Step 1 5

Faculty and staff will participate in a book study.

Person Responsible

Nannette Dell

Schedule

On 6/9/2016

Evidence of Completion

Sign in sheets and follow up assignments will be used for evidence.

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

Teachers and staff will meet monthly to discuss teacher reflection and implementation.

Person Responsible

Nannette Dell

Schedule

Monthly, from 1/11/2016 to 6/9/2016

Evidence of Completion

Teachers and staff will have opportunities during monthly meetings to share successes with our teacher teams.

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

Teachers and staff will reflect and share how book study and discussion participation has positively impacted parent/teacher communication.

Person Responsible

Valerie Linn

Schedule

Monthly, from 1/11/2016 to 6/9/2016

Evidence of Completion

Team leaders will collect reflection sheets from teachers.

G2. We will use on-going monitoring of student data to help drive instruction. 1

 G073596

G2.B1 Understanding the data. 2

 B192219

G2.B1.S1 Provided training regarding PCG data reports for all teachers and conduct quarterly meetings to review and discuss student data. 4

 S203650

Strategy Rationale

Providing training will assist the teachers in understanding how to access the data reports, as well as how to interpret the data.

Action Step 1 5

Teacher representatives will provide training to the teacher during a faculty meeting. The teachers will also provide on-going support in the use of the PCG data platform.

Person Responsible

Deanna Feagin

Schedule

Evidence of Completion

Printed data reports

Action Step 2 5

Teachers will meet quarterly with a member of the leadership team to analyze and review student data and make instructional decisions based on this data.

Person Responsible

Deanna Feagin

Schedule

On 6/9/2016

Evidence of Completion

We will use teacher reflection sheet and student data reports as evidence of data driven instruction.

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

Teachers will meet with a member of the administrative team to review and discuss student data.

Person Responsible

Nannette Dell

Schedule

Quarterly, from 12/17/2015 to 6/9/2016

Evidence of Completion

Notes will be taken during the data meetings to review at each subsequent meeting.

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

Teachers will provide feedback to the principal regarding the effectiveness of the PCG Data training.

Person Responsible

Nannette Dell

Schedule

Evidence of Completion

Notes with teacher comments will be taken.

G3. Through a focus on learner engagement, students will demonstrate increased achievement by using a variety of resources and/or strategies to increase skills. 1

 G073597

G3.B1 Lack of student engagement. 2

 B192220

G3.B1.S1 Provide opportunities for students to enjoy reading through teacher read-alouds, participation in Accelerated Reader program, student after school book club, and the Public Library programs. 4

 S203651

Strategy Rationale

Research shows that students who read or are read to will become more proficient in reading and writing.

Action Step 1 5

Teachers will select appropriate books for reading aloud to their class. In addition, teachers will encourage participation in the Accelerated Reader program through grade level and school-wide recognition programs. Teams will also schedule visits from the staff at the Public Library and from visits from volunteer Altrusa Readers.

Person Responsible

Nannette Dell

Schedule

Quarterly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Lesson plans and observation by administrators

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

Monitor class data from Accelerated Reader program and review the circulation report from the Media Center

Person Responsible

Deanna Feagin

Schedule

Every 6 Weeks, from 8/18/2015 to 6/4/2016

Evidence of Completion

Increase in the number of books checked out by students

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

Providing additional opportunities for students to enjoy reading increases their reading and writing scores

Person Responsible

Deanna Feagin

Schedule

Every 6 Weeks, from 8/18/2015 to 6/4/2016

Evidence of Completion

Students show mastery in AIMS Assessments

G3.B1.S2 Increase students' cognitive skills necessary for reading (memory, attention, processing and sequencing). 4

 S203652

Strategy Rationale

Students will become more confident in their academic skills when they are able to attend to their work.

Action Step 1 5

Using Fast ForWord data, AIMS and weekly data and class performance, teachers will identify struggling readers. Invite students selected to attend a twice a week reading after school tutoring program. Enlist three teachers to teach groups of students. Identify resources and materials to be used in the program.

Person Responsible

Deanna Feagin

Schedule

Quarterly, from 8/18/2015 to 6/4/2016

Evidence of Completion

Students' attendance record

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Monitor the action plan, check the attendance of students, and dialogue with teacher tutors about students' progress

Person Responsible

Deanna Feagin

Schedule

Quarterly, from 8/18/2015 to 6/4/2016

Evidence of Completion

attendance sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review and analyze students' scores on AIMS Assessment, IStation and FastForWord to see if students are showing growth. An adjustment to strategies will be necessary for those students who are not showing growth.

Person Responsible

Deanna Feagin

Schedule

Quarterly, from 8/25/2015 to 6/4/2016

Evidence of Completion

Students' scores on assessments and graphs charting progress

G3.B1.S3 Increase cooperative group work within the classroom setting. 4

 S203653

Strategy Rationale

Students who have the opportunity to work cooperatively learn to communicate more effectively and become more engaged in their learning.

Action Step 1 5

Teachers will collaborate with each other to share ideas on implementing cooperative strategies.

Person Responsible

Deanna Feagin

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administration will check for implementation of cooperative groups during walk-throughs and formal observations.

Person Responsible

Nannette Dell

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Administrators will record evidence of cooperative grouping implementations into ACIIS (Alachua County Instructional Improvement System) and have follow up discussions with teachers.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Teachers will observe student participation and effective questioning/collaborating with other classroom students.

Person Responsible

Nannette Dell


Schedule

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

Evidence of Completion

Teachers will collect student work as evidence of student mastery.

G3.B1.S4 Students will have an opportunity to use IXL and Reflex Math to sharpen their math skills. 4

 S203654

Strategy Rationale

Students require a lot of practice to be successful on district and state assessments.

Action Step 1 5

We will provide opportunities for students to use these computer programs within the classroom and/or technology lab during the week.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 11/5/2015 to 6/9/2016

Evidence of Completion

Students data reports will be viewed weekly.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Administrators will review usage and data reports and consult with teachers.

Person Responsible

Nannette Dell

Schedule

Monthly, from 11/5/2015 to 6/9/2016

Evidence of Completion

Usage and data reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

As a team during data chats, we will discuss student math performance.

Person Responsible

Deanna Feagin

Schedule

Monthly, from 11/5/2015 to 6/9/2016

Evidence of Completion

Teachers will review classroom and district assessment results.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	We will provide an introductory training to all faculty members.	Linn, Valerie	10/7/2015	The guidance counselor will collect sign in sheets.	10/7/2015 one-time
G1.B2.S1.A1	Faculty and staff will participate in a book study.	Dell, Nannette	1/11/2016	Sign in sheets and follow up assignments will be used for evidence.	6/9/2016 one-time
G2.B1.S1.A1	Teacher representatives will provide training to the teacher during a faculty meeting. The teachers will also provide on-going support in the use of the PCG data platform.	Feagin, Deanna	11/4/2015	Printed data reports	one-time
G3.B1.S1.A1	Teachers will select appropriate books for reading aloud to their class. In addition, teachers will encourage participation in the Accelerated Reader program through grade level and school-wide recognition programs. Teams will also schedule visits from	Dell, Nannette	8/18/2015	Lesson plans and observation by administrators	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	the staff at the Public Library and from visits from volunteer Altrusa Readers.				
G3.B1.S2.A1	Using Fast ForWord data, AIMS and weekly data and class performance, teachers will identify struggling readers. Invite students selected to attend a twice a week reading after school tutoring program. Enlist three teachers to teach groups of students. Identify resources and materials to be used in the program.	Feagin, Deanna	8/18/2015	Students' attendance record	6/4/2016 quarterly
G3.B1.S3.A1	Teachers will collaborate with each other to share ideas on implementing cooperative strategies.	Feagin, Deanna	8/24/2015		6/9/2016 monthly
G3.B1.S4.A1	We will provide opportunities for students to use these computer programs within the classroom and/or technology lab during the week.	Feagin, Deanna	11/5/2015	Students data reports will be viewed weekly.	6/9/2016 weekly
G1.B1.S1.A2	We will form a Trauma and Sensitive School Team with a representative from each grade level.	Linn, Valerie	11/5/2015	The team will develop a Trauma Team Mission Statement.	6/9/2016 one-time
G2.B1.S1.A2	Teachers will meet quarterly with a member of the leadership team to analyze and review student data and make instructional decisions based on this data.	Feagin, Deanna	11/4/2015	We will use teacher reflection sheet and student data reports as evidence of data driven instruction.	6/9/2016 one-time
G1.B1.S1.A3	We will host a presentation by a local expert in parent/child therapy (PCIT) for teacher to learn additional effective communication.	Linn, Valerie	1/11/2016	Mrs. Linn will collect sign in sheets for the training.	6/9/2016 one-time
G1.MA1	Faculty and staff will be looking at suspension data and behavior challenges within the classroom.	Dell, Nannette	1/11/2016	Suspension and time out data will be used as evidence.	6/9/2016 monthly
G1.B2.S1.MA1	Teachers and staff will reflect and share how book study and discussion participation has positively impacted parent/teacher communication.	Linn, Valerie	1/11/2016	Team leaders will collect reflection sheets from teachers.	6/9/2016 monthly
G1.B2.S1.MA1	Teachers and staff will meet monthly to discuss teacher reflection and implementation.	Dell, Nannette	1/11/2016	Teachers and staff will have opportunities during monthly meetings to share successes with our teacher teams.	6/9/2016 monthly
G2.MA1	We will review student data quarterly to determine if the students are making academic progress.	Dell, Nannette	11/17/2015	Student data reports	6/9/2016 quarterly
G2.MA2	In correlation with the data meetings, teachers will complete a reflection and goal setting form based on their information gained from their data.	Dell, Nannette	11/17/2015	The principal and assistant principal will reflect and review the reflection and goal setting form.	6/9/2016 quarterly
G2.B1.S1.MA1	Teachers will provide feedback to the principal regarding the effectiveness of the PCG Data training.	Dell, Nannette	11/5/2015	Notes with teacher comments will be taken.	one-time
G2.B1.S1.MA1	Teachers will meet with a member of the administrative team to review and discuss student data.	Dell, Nannette	12/17/2015	Notes will be taken during the data meetings to review at each subsequent meeting.	6/9/2016 quarterly
G3.MA1	Analyze data on a regular basis	Feagin, Deanna	8/18/2015	Increased student achievement	6/4/2016 every-6-weeks
G3.B1.S1.MA1	Providing additional opportunities for students to enjoy reading increases their reading and writing scores	Feagin, Deanna	8/18/2015	Students show mastery in AIMS Assessments	6/4/2016 every-6-weeks
G3.B1.S1.MA1	Monitor class data from Accelerated Reader program and review the	Feagin, Deanna	8/18/2015	Increase in the number of books checked out by students	6/4/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	circulation report from the Media Center				
G3.B1.S2.MA1	Review and analyze students' scores on AIMS Assessment, IStation and FastForWord to see if students are showing growth. An adjustment to strategies will be necessary for those students who are not showing growth.	Feagin, Deanna	8/25/2015	Students' scores on assessments and graphs charting progress	6/4/2016 quarterly
G3.B1.S2.MA1	Monitor the action plan, check the attendance of students, and dialogue with teacher tutors about students' progress	Feagin, Deanna	8/18/2015	attendance sheets	6/4/2016 quarterly
G3.B1.S3.MA1	Teachers will observe student participation and effective questioning/ collaborating with other classroom students.	Dell, Nannette	8/24/2015	Teachers will collect student work as evidence of student mastery.	6/9/2016 monthly
G3.B1.S3.MA1	Administration will check for implementation of cooperative groups during walk-throughs and formal observations.	Dell, Nannette	9/28/2015	Administrators will record evidence of cooperative grouping implementations into ACIIS (Alachua County Instructional Improvement System) and have follow up discussions with teachers.	6/9/2016 monthly
G3.B1.S4.MA1	As a team during data chats, we will discuss student math performance.	Feagin, Deanna	11/5/2015	Teachers will review classroom and district assessment results.	6/9/2016 monthly
G3.B1.S4.MA1	Administrators will review usage and data reports and consult with teachers.	Dell, Nannette	11/5/2015	Usage and data reports	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.

G1. As a faculty and staff, we will continue to enhance the culture of our school by working to help meet the academic and social needs of all students.

G1.B1 Students have experienced trauma that impacts their success in school.

G1.B1.S1 Provide Trauma Sensitive School training.

PD Opportunity 1

We will provide an introductory training to all faculty members.

Facilitator

Mrs. Valerie Linn, Mrs. Rebecca Howland and Ms. Jessica Morales

Participants

Faculty/Staff

Schedule

On 10/7/2015

PD Opportunity 2

We will host a presentation by a local expert in parent/child therapy (PCIT) for teacher to learn additional effective communication.

Facilitator

Mrs. Valerie Linn

Participants

Faculty & Staff

Schedule

On 6/9/2016

G1.B2 Understanding of different cultural groups and the challenges some families may face.

G1.B2.S1 Faculty and Staff will participate in a book study discussion on working with and communicating with families from other backgrounds.

PD Opportunity 1

Faculty and staff will participate in a book study.

Facilitator

Mrs. Dell, Mrs. Feagin & Mrs. Linn

Participants

Faculty and Staff

Schedule

On 6/9/2016

G2. We will use on-going monitoring of student data to help drive instruction.

G2.B1 Understanding the data.

G2.B1.S1 Provided training regarding PCG data reports for all teachers and conduct quarterly meetings to review and discuss student data.

PD Opportunity 1

Teacher representatives will provide training to the teacher during a faculty meeting. The teachers will also provide on-going support in the use of the PCG data platform.

Facilitator

Christina Cole and Gabrielle Edwards

Participants

All teachers

Schedule

G3. Through a focus on learner engagement, students will demonstrate increased achievement by using a variety of resources and/or strategies to increase skills.

G3.B1 Lack of student engagement.

G3.B1.S3 Increase cooperative group work within the classroom setting.

PD Opportunity 1

Teachers will collaborate with each other to share ideas on implementing cooperative strategies.

Facilitator

Mrs. Deanna Feagin and Team Leaders

Participants

Faculty

Schedule

Monthly, from 8/24/2015 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.B1.S1.A1	We will provide an introductory training to all faculty members.				\$0.00
2	G1.B1.S1.A2	We will form a Trauma and Sensitive School Team with a representative from each grade level.				\$0.00
3	G1.B1.S1.A3	We will host a presentation by a local expert in parent/child therapy (PCIT) for teacher to learn additional effective communication.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - William S. Talbot Elem School	School Improvement Funds		\$500.00
4	G1.B2.S1.A1	Faculty and staff will participate in a book study.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - William S. Talbot Elem School	School Improvement Funds		\$1,500.00
5	G2.B1.S1.A1	Teacher representatives will provide training to the teacher during a faculty meeting. The teachers will also provide on-going support in the use of the PCG data platform.				\$0.00
6	G2.B1.S1.A2	Teachers will meet quarterly with a member of the leadership team to analyze and review student data and make instructional decisions based on this data.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - William S. Talbot Elem School	School Improvement Funds		\$2,000.00
7	G3.B1.S1.A1	Teachers will select appropriate books for reading aloud to their class. In addition, teachers will encourage participation in the Accelerated Reader program through grade level and school-wide recognition programs. Teams will also schedule visits from the staff at the Public Library and from visits from volunteer Altrusa Readers.				\$0.00
8	G3.B1.S2.A1	Using Fast ForWord data, AIMS and weekly data and class performance, teachers will identify struggling readers. Invite students selected to attend a twice a week reading after school tutoring program. Enlist three teachers to teach groups of students. Identify resources and materials to be used in the program.				\$5,000.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - William S. Talbot Elem School	School Improvement Funds		\$5,000.00
			Notes: We have applied for a grant for funds for after-school tutoring for some of our struggling students. If awarded the grant, we would implement this for some of our third grade students.			
9	G3.B1.S3.A1	Teachers will collaborate with each other to share ideas on implementing cooperative strategies.				\$0.00
10	G3.B1.S4.A1	We will provide opportunities for students to use these computer programs within the classroom and/or technology lab during the week.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - William S. Talbot Elem School	School Improvement Funds		\$3,000.00
			Notes: We have applied for a grant to help fund IXL Math. If we are awarded this grant, we will purchase through grant funds.			
Total:						\$12,000.00