Polk County Public Schools

Dundee Elementary Academy

2015-16 School Improvement Plan

Dundee Elementary Academy

215 FREDERICK AVE, Dundee, FL 33838

http://schools.polk-fl.net/dundeeelementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	60%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	F	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 is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

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
Priority	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Dundee Elementary Academy is to provide a high quality education for all students through caring relationships.

Provide the school's vision statement

Dundee Elementary Academy provides inquiry-based instruction in a safe and supportive environment where a highly qualified staff works collaboratively with all stakeholders to develop influential citizens who are globally aware, internationally minded, and have a passion for life-long learning.

School Environment

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

The teachers review each students' cumulative folder and meet with ESOL and ESE staff to determine modifications and accommodations. Parents were invited to Orientation where they met with their children's teachers. The parents and students participated in a STEM activity together and teachers were able to see how the students participated with adults and other students.
There is a Title I Open House in September for parents to attend to meet with teachers.
There are four parent conferences during the year. The first conference is teacher-led and the other three are student-led. Information about students' work is shared with parents.
After-school clubs are available for students to interact with teachers in fun learning activities.

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

An opening assembly was held by the principal and assistant principal to go over expectations with regards to safety, bullying and other school issues.
All rooms are kept locked and all employees wear their badges at school.
Bullying lessons are taught to each grade level. There is an anonymous bully box for students to use.
When going to a location outside of the classroom, students walk in pairs.
Red Ribbon Week stresses the importance of not using drugs or becoming involved with anyone using drugs or alcohol.
The Hearth Program assists students who are homeless by supporting the students and their families.

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

The PBS plan is in place for all students. The data leadership team meets monthly to go over discipline data. There are personal development expectations and study habits. Each classroom has a school-wide discipline plan and parents are notified through the agenda. All minor infractions are recorded in the agenda as a "Request for Parent Support" and all major infractions are handled by administration according to the Polk County Code of Conduct. Behavior and responsibility reports are

signed by parents at the end of each week.
Monthly rewards are given to students for compliance with the discipline plan,

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

The guidance counselor and school psychologist visited each classroom to introduce themselves to the students and describe the kind of assistance that they provide. The guidance counselor is available to students and parents when needed. In addition, should a student be placed on behavior probation, they meet with the guidance counselor once a week for a check in and check out.

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

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

Attendance below 90 percent;
One or more suspensions;
Grades of 'F;"
Level 1 on FCAT.
The data leadership team meets weekly to discuss various forms of 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	2	3	4	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	3	2	1	2	8
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	8

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

*An attendance club provides contact and rewards for students with chronic attendance problems;
*Students needing
*After school tutoring is offered after school from February untl April;
*Teachers provide Leveled Literacy Intervention (LLI):
*As a DA/lowest 300 school, an extra hour of reading is provided for all students with scores of 1-4 on FCAT and for all students with no FCAT data;
*There is a guided reading resource room with leveled sets of reading books for teachers to use for levelled/skill groups;
*ESOL paraprofessionals serve the ELL population in the classroom to assist students with assignments;

*ESE inclusion teacher assists students in the classrooms and assists teachers with modifications and accommodations;
*A Title I Literacy Interventionist works with students in the lowest quartile and helps with assessments in the classrooms;
*Title I paraprofessionals assist classroom teachers with small group interventions;
*Reading and math coaches assist teachers with best practices and standards-based instruction training;
*A reading support paraprofessional assists students in grades K-2.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/193588.

Description

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

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

Dundee Elementary Staff secured the resources from the local community by making face to face contact with Business Partners and Community groups.
The Adopt A Class program was initiated so that business partners could adopt the class of their choice by choosing to donate money or materials. This program can be sustained by recognizing the business partners and community members in our newsletters and on the school marquee.
A partnership was established with the Dundee Public Library and our First Grade classrooms. Our students and teachers visited the library for a story and activity that supported their current unit of study. We will continue with this program this year.
A Business Partner/Community Member orientation was held in the early fall to orientate our partners on ways to help our school and the community.
An appreciation breakfast was held in early spring to honor our business partners and community members.

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
Zammito, Joanna	Instructional Coach
Henderson, Pam	Principal
Dettling, Jennifer	Assistant Principal
Beasley, Pam	Teacher, K-12
Royer, Renee	Guidance Counselor
Gainey, Dru	Other
Brady, Amber	Teacher, K-12
Martin, Patricia	Instructional Coach
Daniels, Phillip	Teacher, K-12
Straughn, Claire	Teacher, K-12
Beeman, Autumn	Instructional Technology

Duties

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

Principal – the Principal provides a common vision for the use of data-based decision making, models the Problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need and communicates with parents regarding school-based MTSS plans and activities.
Speech-Language Pathologist: Educates the team in the role language plays in curriculum assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify as systematic patterns of student need with respect to language skills.
Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicate with child-serving community agencies to support the students' academic emotional, behavioral, and social succes
Network Manager: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic design.
Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.
Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 intervention; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered intervention; collaborates with general education teachers.
Curriculum Coaches: develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and

intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate evident-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based making activities.

MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

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 MTSS team is part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:

• Review school-wide grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

• Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving , sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement. This is done weekly with coaches and administration.

• Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. This is done as needed through surveys and grade chair meetings.

• Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. This is done weekly via the data team meetings.

• Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

Title I, Part A, funds school-wide services to Dundee Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Dundee Elementary will be assisted by the school and by the district Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates assigned to school with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP> They provide support to both students and parents

in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Dundee Elementary are used to pay for substitute teachers in order for our classroom teachers to received training and/or have planning time to develop core integrated lesson plans.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, part C.

Supplemental Academic Instruction (SAI)

Dundee Elementary currently does not have any SAI units for the 2014-2015 school year.

Violence Prevention Programs

Dundee Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Dundee Elementary is participating in the CEO program providing free breakfast and lunch for all students.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus.

Adult Education

Students are provided with information related to adult education options upon request.

Career and Technical Education

N/A

Job Training

N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Steve Glenn	Business/Community
Pamela Henderson	Principal
Jennifer Dettling	Principal
Pam Beasley	Teacher
Deloris Washington	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

Last year's school improvement plan was shared with and evaluated by the SAC at the September meeting. This committee is comprised of school staff, parents and community members. The committee looked at the data that we had at the time to evaluate if the school was successful in meeting targets.

Development of this school improvement plan

SAC members will review and vote on the approval of the School Improvement Plan at the October 2015 meeting and will be so noted in those minutes. Additionally, throughout the school year SAC provides input and ideas to help develop the SIP.

Preparation of the school's annual budget and plan

Mrs. Henderson will share both the school budget and the budgeted items from the grant.

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

Teachers met with the IB Coordinator and the district magnet grant coordinator to plan units and lessons that met IB standards and the state standards.

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
Royer, Renee	Guidance Counselor
Beasley, Pam	Teacher, K-12
Henderson, Pam	Principal
Dettling, Jennifer	Assistant Principal
Zammito, Joanna	Instructional Coach
Hayes, Tammi	

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership work together to ensure that the standards are taught with rigor and excellence and supporting students that need additional time with the standard. The reading coach works with teachers to understand the reading standard and develop sound instructional practices to teach the standards. The reading interventionist works to support students that are struggling with the standards by pulling them in small groups and providing targeted instruction.

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

Administration has provided teachers with 90 minutes a day for planning purposes. Four of the Five days are directed planning with coaches, administration, and IB coordinator. Teachers meet on Tuesday for reading, Wednesday for math, Thursday for data, and Friday for IB units. Teachers are required to use a pre-planning OneNote to gather thoughts, ideas, and resources prior to planning. This allows them to use the time together to actually plan the lessons. It also gives the coaches and administration time to help with misconceptions about the standard.

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

1. Use of the district RHS hiring system - Administration
2. Multi-tiered systems of support for teachers - Administration and Coaches
3. Common planning time for grade levels - Administration
4. Support from Math and Reading Coaches - Coaches
5. Professional development - Administration, Coaches, and other Trainers.

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

Dundee Elementary provides teacher mentoring for new teachers by providing support and guidance from the curriculum coaches and administration. Additionally, new teachers participate in the Teacher Induction Program orientation provided by the district.

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

Teachers use an alignment chart to help them understand the scope and sequence of the standards being taught. This helps teachers know what to teach. During planning sessions, teachers collaborate to determine the best method to teach the content. Administration and coaches review lesson plans and attend planning meetings to help ensure that task, test, and teaching align to the standard.

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

Teachers examine test data weekly. They are looking for trends across grade level and in their own classes. Once those determinations have been made teachers either reteach a concept or set aside time in small groups to remediate or excel students. Teachers use Power Hour to close large gaps in reading.

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: Summer Program

Minutes added to school year: 288

Students that are not on grade level will be required to attend either Power Up which is offered by the county or they can complete a summer learning packet which is based on their reading level. Students are required to bring in their completed notebook throughout the summer to show that they are working toward reaching grade level.

Strategy Rationale

We are trying to prevent and reverse summer learning loss by providing students with an opportunity to continue their learning over the summer.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gainey, Dru, dru.gainey@polk-fl.net

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

Complete of summer learning packets, data from students at Power Up, beginning of the year assessments vs end of the year assessments.

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

Dundee Elementary has both a regular and an ESE Pre-K program on campus. The PreK teacher is invited to attend all professional learning opportunities at DEA so that she is able to align her curriculum with that of DEA. This allows for a smoother transition with incoming kindergarten students.

Dundee Elementary will conduct a Kindergarten Round-up in April to register new students. During this Round-up incoming students will be provided with math manipulatives, reading workbooks, and other items to prepare students for school success.

FLKRS is administered within the first 30 days of school to analyze the various skill levels of each student.

Dundee Elementary invites the East Coast Migrant School students, staff and families to visit Dundee Elementary several times a year.

We articulate with community preschool programs in Dundee to help them better prepare their students

Kindergarten Readiness Workshops are held in the spring to assist parents in preparing their children for kindergarten.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

There is a disconnect between what is being taught and how that information is being assessed.

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.

Teachers do not fully understand the standards and the depth to which they are to be taught.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques, including differentiated instruction.

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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques, including differentiated instruction. `1a`

`G073770`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	66.0

Resources Available to Support the Goal `2`

- District/Regional/School Coaches will facilitate collaborative planning and the coaching cycle as necessary.
- Triple iii reading plan
- 4th Grade writing plan
- Guided reading library
- New reading and math curriculum and accompanying professional development
- Common planning time with content coach support
- Title One funding
- District/State support
- Technology
- CPALMS
- Professional development

Targeted Barriers to Achieving the Goal `3`

- Effective Collaborative Lesson Planning Time
- Staff instructional delivery
- Deeper understanding of the Standards
- Lack of writing instruction consistently and pervasively across all grades.
- Lack of writing progression models within grades and school-wide.

Plan to Monitor Progress Toward G1. `8`

Administration will collect data from lesson plan checks and EPC 1a.

Person Responsible
Jennifer Dettling

Schedule
Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion
Journey, lesson plans, collaborative planning form, lesson plan check data form

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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques, including differentiated instruction. `1`

🔧 G073770

G1.B1 Effective Collaborative Lesson Planning Time `2`

🔧 B192622

G1.B1.S1 Coaches will continue collaborative planning and implementation. `4`

🔧 S204116

Strategy Rationale

The number of new teachers to our staff and the increased number of teachers at each grade level necessitates the need for coaching our teachers on collaborative planning and implementation.

Action Step 1 `5`

Collaborative planning time during the school day, summer and after school

Person Responsible

Pam Henderson

Schedule

Weekly, from 8/24/2015 to 6/30/2016

Evidence of Completion

Agendas, Sign in sheets, collaborative planning form, unit lesson plans, meeting minutes and notes

Action Step 2 5

Align teacher instruction and student practice to the common formative assessments.

Person Responsible

Joanna Zammito

Schedule

Weekly, from 8/24/2015 to 6/30/2016

Evidence of Completion

Lesson plans, weekly reading, collaborative planning form, math and data sign-in sheets and minutes/notes, CFAs

Action Step 3 5

Teachers will preplan by reviewing the standard, participate by responding to the standard, and gather resources.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/24/2015 to 6/30/2016

Evidence of Completion

Wikispace will be used to document teacher, coach, and administration participation.

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

Grade level lesson plans will be checked and and walk-throughs conducted to observe the implementation of plans.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/24/2015 to 6/4/2016

Evidence of Completion

Lesson plans, lesson plan checklists, Journey records of observations, sign in sheets, agendas

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

Data meetings will focus on student achievement, to include students in need of remediation.

Person Responsible

Pam Henderson

Schedule

Weekly, from 8/24/2015 to 6/4/2016

Evidence of Completion

Lesson plans, weekly data meeting sign-in sheets and minutes and notes, coaches logs, ESE plans.

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

Person Responsible

Schedule

Evidence of Completion

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

Weekly leadership meetings will be held to address instruction, lesson plan feedback, and student achievement.

Person Responsible

Pam Henderson

Schedule

Weekly, from 8/24/2015 to 6/4/2016

Evidence of Completion

Common formative assessments, ongoing assessments, district progress monitoring tools

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

Administrative walkthroughs will be conducted and assign coaches to work with instructional staff.

Person Responsible

Patricia Martin

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Journey, coaches logs, observation documentation

G1.B1.S2 Create a school based location with resources readily available to support Collaborative Planning. `4`

🔍 S204117

Strategy Rationale

There is a need for the organization of resources, so teachers can find support for lessons efficiently.

Action Step 1 `5`

A resource room will be available for teachers with leveled readers and reading and math materials.

Person Responsible

Joanna Zammito

Schedule

Monthly, from 1/5/2015 to 5/22/2015

Evidence of Completion

Resource room, books, materials.

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

Teachers will use materials to write lesson plans and for supplemental materials to assist in lessons. Lesson plans will be checked and feedback provided.

Person Responsible

Jennifer Dettling

Schedule

Monthly, from 8/25/2014 to 5/15/2015

Evidence of Completion

Lesson plans, lesson plan checklists, Journey observations.

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

Teachers will post lesson plans on Friday afternoons and the plans will be checked monthly, using a school checklist.

Person Responsible

Jennifer Dettling

Schedule

Monthly, from 8/25/2014 to 5/15/2015

Evidence of Completion

Lesson plans, lesson plan checklists, Journey observations.

G1.B2 Staff instructional delivery 2

B192623

G1.B2.S1 Coaching Cycle 4

S204119

Strategy Rationale

Many teachers are new to the school. There is some inconsistency between grade levels and disciplines.

Action Step 1 5

Work with teachers as needed implementing the coaching cycle.

Person Responsible

Joanna Zammito

Schedule

Monthly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Coaches Log

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

Coaching logs turned into Administration

Person Responsible

Pamela Henderson

Schedule

Monthly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Coaching Logs, Dana Center classroom walk-through forms, action plan with measurable goals.

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

Increase in effective instructional strategies

Person Responsible

Pam Henderson

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Walk throughs, goal setting forms and observations

G1.B2.S2 Peer observations `4`

🔑 S204120

Strategy Rationale

Teachers can learn from model teachers.

Action Step 1 `5`

Teachers will observe peer teachers to improve instructional delivery across grade levels.

Person Responsible

Jennifer Dettling

Schedule

Quarterly, from 9/14/2015 to 6/9/2016

Evidence of Completion

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

Teachers will turn in an individual plan of action to document the observation.

Person Responsible

Joanna Zammito

Schedule

On 6/9/2016

Evidence of Completion

Plans of action, schedules, agendas and sign-in sheets

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

Administration will walk-through classrooms and provide feedback.

Person Responsible

Pamela Henderson

Schedule

Quarterly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Journey observations, classroom walkthrough forms, and comment cards

G1.B2.S3 Life long learner club `4`

🔑 S204121

Strategy Rationale

Professional development offerings and presenting model lessons will assist teachers in using research-based instructional strategies.

Action Step 1 `5`

Teachers will be offered the opportunity to learn research-based practices through modeling and presentations.

Person Responsible

Jennifer Dettling

Schedule

Quarterly, from 10/5/2015 to 6/9/2016

Evidence of Completion

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

Teachers will develop an action plan with evidence to turn into administration for follow-up.

Person Responsible

Jennifer Dettling

Schedule

Quarterly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Agendas, sign-in sheets, Journey observations, classroom comment forms, student work samples

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

The data will show that teachers' instructional delivery improves.

Person Responsible

Pam Henderson

Schedule

Monthly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Dana Center observation forms and collated data, Journey observations

G1.B4 Deeper understanding of the Standards 2

B192625

G1.B4.S1 Using the OneNote preplanning platform, teachers will continue to participate in collaborative conversations to deepen their knowledge of the standards. 4

S204122

Strategy Rationale

Teachers new to the school and teachers who have changed grade levels need to understand the grade level Florida Standards.

Action Step 1 5

OneNote Preplanning

Person Responsible

Pam Henderson

Schedule

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

Evidence of Completion

Sign In Sheets

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

Participate in collaborative conversation to deepen the knowledge of the standards on the OneNote pre-planning platform and actively participate in grade level planning meetings.

Person Responsible

Pamela Henderson

Schedule

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

Evidence of Completion

Sign In Sheets, lesson plans, OneNote discussion page with alignment chart, reading and math weekly grade level meeting notes.

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

Lesson plans will be checked for evidence of alignment to the standards

> ### Person Responsible
>
> Jennifer Dettling
>
> ### Schedule
>
> Every 6 Weeks, from 8/24/2015 to 6/9/2016
>
> ### *Evidence of Completion*
>
> Lesson Plans, lesson plan checklists, walk-through observations, data on EPC 1a

G1.B6 Lack of writing instruction consistently and pervasively across all grades. `2`

🔧 B192627

G1.B6.S1 Include writing in all subjects in all grades daily. `4`

🔧 S204124

Strategy Rationale

The spring 2014 writing scores at Dundee Elementary were low so the teachers in grades K-4 need to have writing incorporated into all subjects daily.

Action Step 1 `5`

Teachers will collaborate within their grade levels to plan writing across all subject areas this will include analytical writing.

> ### Person Responsible
>
> Joanna Zammito
>
> ### Schedule
>
> Weekly, from 9/2/2014 to 6/4/2015
>
> ### *Evidence of Completion*
>
> Student writing samples, rubrics, state-wide assessment data

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Teachers will develop and implement a school-wide writing plan

Person Responsible

Joanna Zammito

Schedule

Biweekly, from 10/27/2014 to 6/8/2015

Evidence of Completion

Progress monitoring, student work samples, rubrics

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Writing samples will be analyzed by teachers.

Person Responsible

Joanna Zammito

Schedule

Monthly, from 11/18/2014 to 6/8/2015

Evidence of Completion

Progress monitoring samples, student writing samples, rubrics

G1.B19 Lack of writing progression models within grades and school-wide. [2]

B192640

G1.B19.S1 Vertical articulation and alignment charts on the priority writing standards. [4]

S204125

Strategy Rationale

Teachers need to gain knowledge on the expectations of prior, current, and future writing standards.

Action Step 1 [5]

Teachers will participate in vertical teams to create a progression plan of writing expectations.

Person Responsible

Jennifer Dettling

Schedule

On 11/18/2015

Evidence of Completion

Teachers will produce a scale of writing expectations and rubrics for writing in the primary grades.

Plan to Monitor Fidelity of Implementation of G1.B19.S1 [6]

Teachers will bring in writing samples once a month to data Thursdays with rubrics attached.

Person Responsible

Jennifer Dettling

Schedule

Monthly, from 12/17/2015 to 5/19/2016

Evidence of Completion

Sign in sheets and meeting notes about conversations concerning student writing. Samples (pictures) of student writing.

Plan to Monitor Effectiveness of Implementation of G1.B19.S1 `7`

Scores for monthly writing portfolios will be entered into the school's data sheet.

Person Responsible

Joanna Zammito

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Meeting notes from Thursday data team meetings showing where the staff has discussed trends across the school. Data chats with teachers concerning their students' scores.

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	Collaborative planning time during the school day, summer and after school	Henderson, Pam	8/24/2015	Agendas, Sign in sheets, collaborative planning form, unit lesson plans, meeting minutes and notes	6/30/2016 weekly
G1.B1.S2.A1	A resource room will be available for teachers with leveled readers and reading and math materials.	Zammito, Joanna	1/5/2015	Resource room, books, materials.	5/22/2015 monthly
G1.B2.S1.A1	Work with teachers as needed implementing the coaching cycle.	Zammito, Joanna	8/31/2015	Coaches Log	6/9/2016 monthly
G1.B2.S2.A1	Teachers will observe peer teachers to improve instructional delivery across grade levels.	Dettling, Jennifer	9/14/2015		6/9/2016 quarterly
G1.B2.S3.A1	Teachers will be offered the opportunity to learn research-based practices through modeling and presentations.	Dettling, Jennifer	10/5/2015		6/9/2016 quarterly
G1.B4.S1.A1	OneNote Preplanning	Henderson, Pam	8/24/2015	Sign In Sheets	6/9/2016 weekly
G1.B6.S1.A1	Teachers will collaborate within their grade levels to plan writing across all subject areas this will include analytical writing.	Zammito, Joanna	9/2/2014	Student writing samples, rubrics, state-wide assessment data	6/4/2015 weekly
G1.B19.S1.A1	Teachers will participate in vertical teams to create a progression plan of writing expectations.	Dettling, Jennifer	11/18/2015	Teachers will produce a scale of writing expectations and rubrics for writing in the primary grades.	11/18/2015 one-time
G1.B1.S1.A2	Align teacher instruction and student practice to the common formative assessments.	Zammito, Joanna	8/24/2015	Lesson plans, weekly reading, collaborative planning form, math and data sign-in sheets and minutes/notes, CFAs	6/30/2016 weekly
G1.B1.S1.A3	Teachers will preplan by reviewing the standard, participate by responding to the standard, and gather resources.	Dettling, Jennifer	8/24/2015	Wikispace will be used to document teacher, coach, and administration participation.	6/30/2016 weekly
G1.MA1	Administration will collect data from lesson plan checks and EPC 1a.	Dettling, Jennifer	8/24/2015	Journey, lesson plans, collaborative planning form, lesson plan check data form	6/9/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Weekly leadership meetings will be held to address instruction, lesson plan feedback, and student achievement.	Henderson, Pam	8/24/2015	Common formative assessments, ongoing assessments, district progress monitoring tools	6/4/2016 weekly
G1.B1.S1.MA5	Administrative walkthroughs will be conducted and assign coaches to work with instructional staff.	Martin, Patricia	8/24/2015	Journey, coaches logs, observation documentation	6/10/2016 daily
G1.B1.S1.MA1	Grade level lesson plans will be checked and and walk-throughs conducted to observe the implementation of plans.	Dettling, Jennifer	8/24/2015	Lesson plans, lesson plan checklists, Journey records of observations, sign in sheets, agendas	6/4/2016 weekly
G1.B1.S1.MA3	Data meetings will focus on student achievement, to include students in need of remediation.	Henderson, Pam	8/24/2015	Lesson plans, weekly data meeting sign-in sheets and minutes and notes, coaches logs, ESE plans.	6/4/2016 weekly
G1.B1.S1.MA4	[no content entered]			one-time	
G1.B2.S1.MA1	Increase in effective instructional strategies	Henderson, Pam	8/31/2015	Walk throughs, goal setting forms and observations	6/9/2016 weekly
G1.B2.S1.MA1	Coaching logs turned into Administration	Henderson, Pamela	8/31/2015	Coaching Logs, Dana Center classroom walk-through forms, action plan with measurable goals.	6/9/2016 monthly
G1.B4.S1.MA1	Lesson plans will be checked for evidence of alignment to the standards	Dettling, Jennifer	8/24/2015	Lesson Plans, lesson plan checklists, walk-through observations, data on EPC 1a	6/9/2016 every-6-weeks
G1.B4.S1.MA1	Participate in collaborative conversation to deepen the knowledge of the standards on the OneNote pre-planning platform and actively participate in grade level planning meetings.	Henderson, Pamela	8/24/2015	Sign In Sheets, lesson plans, OneNote discussion page with alignment chart, reading and math weekly grade level meeting notes.	6/9/2016 weekly
G1.B6.S1.MA1	Writing samples will be analyzed by teachers.	Zammito, Joanna	11/18/2014	Progress monitoring samples, student writing samples, rubrics	6/8/2015 monthly
G1.B6.S1.MA1	Teachers will develop and implement a school-wide writing plan	Zammito, Joanna	10/27/2014	Progress monitoring, student work samples, rubrics	6/8/2015 biweekly
G1.B19.S1.MA1	Scores for monthly writing portfolios will be entered into the school's data sheet.	Zammito, Joanna	10/2/2015	Meeting notes from Thursday data team meetings showing where the staff has discussed trends across the school. Data chats with teachers concerning their students' scores.	5/27/2016 monthly
G1.B19.S1.MA1	Teachers will bring in writing samples once a month to data Thursdays with rubrics attached.	Dettling, Jennifer	12/17/2015	Sign in sheets and meeting notes about conversations concerning student writing. Samples (pictures) of student writing.	5/19/2016 monthly
G1.B1.S2.MA1	Teachers will post lesson plans on Friday afternoons and the plans will be checked monthly, using a school checklist.	Dettling, Jennifer	8/25/2014	Lesson plans, lesson plan checklists, Journey observations.	5/15/2015 monthly
G1.B1.S2.MA1	Teachers will use materials to write lesson plans and for supplemental materials to assist in lessons. Lesson plans will be checked and feedback provided.	Dettling, Jennifer	8/25/2014	Lesson plans, lesson plan checklists, Journey observations.	5/15/2015 monthly
G1.B2.S2.MA1	Administration will walk-through classrooms and provide feedback.	Henderson, Pamela	9/14/2015	Journey observations, classroom walkthrough forms, and comment cards	6/9/2016 quarterly
G1.B2.S2.MA1	Teachers will turn in an individual plan of action to document the observation.	Zammito, Joanna	9/14/2015	Plans of action, schedules, agendas and sign-in sheets	6/9/2016 one-time
G1.B2.S3.MA1	The data will show that teachers' instructional delivery improves.	Henderson, Pam	9/7/2015	Dana Center observation forms and collated data, Journey observations	6/9/2016 monthly
G1.B2.S3.MA1	Teachers will develop an action plan with evidence to turn into administration for follow-up.	Dettling, Jennifer	10/5/2015	Agendas, sign-in sheets, Journey observations, classroom comment forms, student work samples	6/9/2016 quarterly

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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques, including differentiated instruction.

G1.B2 Staff instructional delivery

G1.B2.S1 Coaching Cycle

PD Opportunity 1

Work with teachers as needed implementing the coaching cycle.

Facilitator

Joanna Zammito, Patricia Martin and district reading and math coaches

Participants

Classroom teachers

Schedule

Monthly, from 8/31/2015 to 6/9/2016

G1.B2.S3 Life long learner club

PD Opportunity 1

Teachers will be offered the opportunity to learn research-based practices through modeling and presentations.

Facilitator

Various presenters, to include: Mijana Lockard, Jennifer Dettling, Joanna Zammito, Pat Martin, Pam Henderson

Participants

Classroom teachers

Schedule

Quarterly, from 10/5/2015 to 6/9/2016

G1.B4 Deeper understanding of the Standards

G1.B4.S1 Using the OneNote preplanning platform, teachers will continue to participate in collaborative conversations to deepen their knowledge of the standards.

PD Opportunity 1

OneNote Preplanning

Facilitator

Pamela Henderson, Jennifer Dettling, Joanna Zammito, Patricia Martin

Participants

Instructional Staff of Dundee Elementary Academy

Schedule

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

G1.B6 Lack of writing instruction consistently and pervasively across all grades.

G1.B6.S1 Include writing in all subjects in all grades daily.

PD Opportunity 1

Teachers will collaborate within their grade levels to plan writing across all subject areas this will include analytical writing.

Facilitator

Joanna Zammito

Participants

Teachers

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Collaborative planning time during the school day, summer and after school**				**$20,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other Federal		$20,000.00
			Notes: MSAP funding to pay teachers to plan with grade levels in June and after school in August and September.			
2	G1.B1.S1.A2	**Align teacher instruction and student practice to the common formative assessments.**				**$0.00**
3	G1.B1.S1.A3	**Teachers will preplan by reviewing the standard, participate by responding to the standard, and gather resources.**				**$0.00**
4	G1.B1.S2.A1	**A resource room will be available for teachers with leveled readers and reading and math materials.**				**$0.00**
5	G1.B19.S1.A1	**Teachers will participate in vertical teams to create a progression plan of writing expectations.**				**$0.00**
6	G1.B2.S1.A1	**Work with teachers as needed implementing the coaching cycle.**				**$0.00**
7	G1.B2.S2.A1	**Teachers will observe peer teachers to improve instructional delivery across grade levels.**				**$0.00**
8	G1.B2.S3.A1	**Teachers will be offered the opportunity to learn research-based practices through modeling and presentations.**				**$0.00**
9	G1.B4.S1.A1	**OneNote Preplanning**				**$0.00**
10	G1.B6.S1.A1	**Teachers will collaborate within their grade levels to plan writing across all subject areas this will include analytical writing.**				**$0.00**
					Total:	**$20,000.00**