Seminole County Public Schools

Casselberry Elementary School

2015-16 School Improvement Plan

Casselberry Elementary School

1075 CRYSTAL BOWL CIR, Casselberry, FL 32707

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0202

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

Through partnership of school, community and family, Casselberry Elementary School will provide a positive, motivating, and safe environment, where the potential of each child is developed; equipping them with the skills to take confident steps toward the future.

Provide the school's vision statement

At Casselberry Elementary School, our vision is to build positive relations and culture by creating a stronger, more self-sustaining community, helping students and families acquire education, skills, and necessary resources to build self-sufficient prosperous lives.

School Environment

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

Casselberry Elementary works very closely with its students and families with the intent to educate one
another on each others' cultures, with the end result being to create a well-rounded school culture embracing each others' differences and similarities. Starting in August, we have several community events throughout the year including and Family Fun Nights, Title I Family Nights, Book Fairs, parent Open House nights, and PTA events. Every grade level also creates a "get to know me" student project and presentation which highlights the individual student, their family, and their cultural backgrounds. Casselberry Elementary K-5 teachers implement Cultural Relevance Teaching strategies learned from a year long PD during the 2014-2015 school year. This year we are implementing Spanish classes to students in grades K-5 3 days per week for 30 min. Other events, such as Teach In, also gives our students the opportunity to share their culture with peers.

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

Casselberry is a "Leader In Me" school by Stephen Covey and we practice the "Seven Habits for Highly Effective People" on a daily basis which is the cornerstone of our behavior management program and the key in building a positive, safe culture at Casselberry Elementary. Our school implements PBS (Positive Behavior Support) and this creates a school environment of safety, trust, and support with our students and our staff. Our PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences. We also gather important input from our School Advisory Council and the Student Council as we evolve our program. Casselberry also participate in FOCUS with our local Sheriff's department with 5th grade students. We conduct 4 Unity Rallies per year, to promote, unity, togetherness and culture of respects amongst our student body.

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

All staff is trained on the "Seven Habits of Highly Effective People and our Positive Behavior Support program. These programs are built on empowering students and making right choices, excelling in behavior, sports, arts, and academics; supporting and recognizing students and staff through incentives and positive reinforcement; and
celebrating success. Clear expectations are communicated to all stake holders, incentives are put into place, and we focus on doing the right thing. Additionally, great emphasis is placed on engaged instruction and building relationships/trust with students. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to. In the beginning of the year, the principal and assistant principal visits all 5th grade classrooms to discuss leadership, excellence, and 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

Casselberry Elementary has established an in-house counseling service to meet the needs of our students
including anger management, peer resolution, social skills, divorce group, and one on one when needed. Casselberry Elementary also participates in the 21st Century Program. We have student mentor programs and our food pantry the "Care Cabin" is set up for those families in need. We have also set up
procedures to deal with tragic incidents including the death of a family member of fellow student. Our Guidance Counselors and Big Bear therapist also serve as resources.

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/188078.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. Here at Casselberry Elementary we have established strong community relationships through various community events, school events, and business partnerships. Ex. PTA, SAC, Casselberry Task Force, Casselberry Woman's Club and Casselberry Forum. PTA events, teach in, and other activities help build symbiotic partnerships where Casselberry can acquire funds, supplies/resources, and volunteer support.

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
Stanley, Sharon	Principal
Brillant, Kristin	Instructional Coach
Lowe, Gary	Administrative Support
Metzger, Pam	Administrative Support
Wagner, Rebecca	Assistant Principal

Duties

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

The Leadership Team meets weekly to discuss academic achievement and behavior concerns. Mr. Lowe (.5 Math Coach) addresses math, Ms. Brillant addresses reading, and Ms. Metzger addresses behavior. Mrs. Wagner along with the leadership team address the MTSS process and interventions to meet the needs of Tier 2 and 3 students. Mr. Lowe our .5 SAM works with new teachers on Marzano Best practices and indicator expectations. Our Reading and Math Coaches provide support to teachers in the areas of lesson planning, instructional support and data analyzing.

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

Casselberry Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Casselberry Elementary will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.
Federal, state, and local funds incorporated into our school include the following:
Title I grants to fund Parent Involvement Nights,
Title III for ESOL support,
Backpack Readers Parent/Family Involvement,
21st Century grants for before school and after school services,
Supplemental Academic Instruction for tutorial services before, during, and after school,
FOCUS for violence prevention with 5th grade students,
Care Cabin (Food Pantry),

Fuel Up to Play 60 to focus on health and wellness, and
Steven Covey's 7 Habits of Highly Effective People/The Leader in Me grant to promote lifelong skills for the 21st century learner

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sharon Stanley	Principal
Debra Philby	Parent
Andy Searles	Parent
Carrene Campbell	Teacher
Martha Stauffer	Parent
Laurie VanSchaick	Education Support Employee
Sara Castro	Teacher
Sandi Simon	Teacher
Cari Mitchell	Parent
Alyssa Ferrero	Parent
Kevin Ferrero	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

The SAC meets on September 1, 2015 and totally broke down 2014-15 FCAT scores as they correlated with the
SIP. Handouts, School initiatives, Title I and Title I Compact, Professional Development and budget will be distributed and discussed. All information was published in newsletter and other communication venues.

Development of this school improvement plan

SAC works with the principal to breaks down assessment data and other student performance data to identify strengths, areas of focus,and the development of the action plan. After we received our 2014-15 FSA data and Science FCAT data, the findings will be presented to SAC. FCAT Science will be presented at the first SAC meeting and FSA data will be shared when it is received. The areas of focus for the 2015-2016 school year will be on our strategies and actions steps taken to ensure student achievement. SAC is fully focused on the implementation of the new Florida Standards and is aware of the recommendation the superintendent made to the Commissioner of Education and is awaiting Spring assessment information as the results of the recommendation made by our superintendent. SAC is focused on ensuring that teachers teach the standards rigorously using content framework provided by the district.

Preparation of the school's annual budget and plan

The SAC met in September to discuss and pass the School Improvement budget. Funds were allocated to supplies that will directly correlate with instructional goals of the SIP.

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

SI funds allocated for the 2014-2015 went towards purchase student planners to ensure communication between school and home. The amount was $2475.19.

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
Brillant, Kristin	Instructional Coach
Wagner, Rebecca	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The new reading series adoption Reading Street, interventions, differentiated instruction, Accelerated Reader, and acceleration. Other initiatives and continued initiatives include:
- To promote the love of reading for ALL students, parents and staff.
- To implement an Accelerated Reader (AR) continuum for all grades.
- To assist with scheduling for assessments (I-Ready, FLKRS).
- To provide materials and resources needed for monitoring student's progress such as Ongoing Progress Monitoring (OPM) assessments.
- To promote reading through the use of technology (I-Ready and Accelerated Reader Program).
- To support intervention for students in the lowest quartile for reading or writing.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To create and monitor a Literacy web site to be used as a resource for teachers and parents.
- To keep the staff up to date on the latest trends and updates in literacy education.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers at Casselberry Elementary meet in PLC (Professional Learning Communities) on a weekly basis. During these meetings teachers collaborate and discuss student data, plan lessons and plan for interventions and differentiated instruction. Teachers also have meaningful conversations and make instructional decisions for students in our lowest quartile and students tiered through the MTSS process.

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

Our strategies to recruit and retain highly qualified teachers include networking and mentoring current interns.
Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an “A” school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county’s new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher’s given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher’s various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. We also have a school mentor who mentors new teachers to the school by conducting monthly meetings and activities.

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

Casselberry Elementary follows the core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards. All SCPS instructional plans are aligned to Florida Standards and specific to each grade level.

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

At Casselberry Elementary teachers have weekly Data meetings to discuss student individual needs, differentiated instruction, interventions and plan for data driven instruction. During our intervention block (Reader's Club) Tier 2 and 3 students walk to their specific intervention. At Casselberry Tier 2 complete I-Ready sessions in Reading and Math daily in their classrooms. Tier 3 Reading students

receive My Sidewalks, SIPPS (Direct Instruction) and I-Ready workbook guided practice lessons. Tier 3 Math students receive I-Ready workbook guided practice lessons.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 14

During the 21st Century Program 125 students are given 30 minutes of homework help, 30 minutes of reading and math utilizing SuccessMaker, and 30 minutes of enrichment activities.

Strategy Rationale

We will strategically focus on the identified students in Reading and Math. This will not only hit our overall proficiency goals, but also our LQ's making learning gains.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Metzger, Pam, pamela_metzger@scps.k12.fl.us

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

Teachers collect data utilizing SuccessMaker, I-Ready, Discovery Education, and attendance to determine the effectiveness of given strategy.

Strategy: Summer Program

Minutes added to school year: 4,800

Summer Learning Camp

Strategy Rationale

Level 1 and 2 students will be given intensive intervention services with the goal to improve reading skills and to earn Good Cause Exemption.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wagner, Rebecca, rebecca_wagner@scps.k12.fl.us

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

SAT-10, Success Maker and I-ready data is collected.

Strategy: Summer Program

Minutes added to school year: 9,000

Casselberry Elementary also offers 21st Century Summer Camp.

Strategy Rationale

This camp is offered to the 125 students who are part of the 21st Century Program throughout the school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Metzger, Pam, pamela_metzger@scps.k12.fl.us

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

Success Maker reporting Data in Reading and Math is shared with school administration.

Strategy: After School Program

Minutes added to school year: 14,000

Casselberry Extended Day Program

Strategy Rationale

While in Extended Day students work on Core Academic Instruction as well as Enrichment activities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Stanley, Sharon, sharon_stanley@scps.k12.fl.us

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

Success Maker reporting Data in Reading and Math is shared with school administration.

Strategy: Before School Program

Minutes added to school year: 4,890

Casselberry offers AM tutoring opportunities to students who are considered to be in our Lowest Quartile.

Strategy Rationale

We will strategically focus on the identified students in Reading and Math. This will not only hit our overall proficiency goals, but also our LQ's making learning gains.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lowe, Gary, gary_lowe@scps.ki12.fl.us

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

Teachers collect data utilizing SuccessMaker, I-Ready, Discovery Education, and attendance to determine the effectiveness of given strategy

Strategy: Summer Program

Minutes added to school year: 8,820

Casselberry Elementary students have the opportunity to attend Camp Casselberry. While at Camp Casselberry students work on Core Academic Instruction as well as Enrichment activities.

Strategy Rationale

All students that attend Casselberry Elementary are given the option to attend.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Stanley, Sharon, sharon_stanley@scps.k12.fl.us

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

Program director shares data information with the school once the program has ended.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering Kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in Kindergarten. Schools offer an Open House before school starts and Kindergarten teachers are available for individual conferences. Our school provides Voluntary Pre Kindergarten to ensure a smooth transition from early childhood to Kindergarten. We encourage that all incoming Kindergarden students attend Kinder Camp.

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:

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Ensure that all teachers will implement rigorous instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing in order for students to make one year's growth in one year's time.

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. Ensure that all teachers will implement rigorous instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing in order for students to make one year's growth in one year's time. 1a

G074432

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	74.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	77.0
AMO Reading - African American	67.0
AMO Reading - Hispanic	78.0
AMO Reading - SWD	52.0
AMO Math - African American	62.0
AMO Math - Hispanic	76.0
AMO Math - SWD	57.0
Math Gains	69.0
Math Lowest 25% Gains	79.0
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- Reading Coach, Math Coach, Professional Development, Tutorial, Reading Street Series, Go Math Series, Fusion Series, ELA and Math Framework, Think Central, I-Ready, Common Planning, Intervention Time Block, PLC's, Administrative Support, Common Assessments, Leadership Team, MTSS Team, Accelerated Reader Program and OPM's through I-Ready.

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge in best practices, differentiated instruction in Reading, Math and Writing, appropriate accommodations, intervention strategies, understanding of inter-rater reliability, DBQ's and understanding of the new Florida Standards.

Plan to Monitor Progress Toward G1. 8

Instructional Framework Assessments, I-Ready Reports, EdInsight Discipline Reports and Writing FPMA's

Person Responsible
Sharon Stanley

Schedule
Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion
Instructional Framework Assessments, I-Ready Reports, EdInsight Discipline Reports and Writing FPMA's data

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. Ensure that all teachers will implement rigorous instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing in order for students to make one year's growth in one year's time. 1

G074432

G1.B1 Lack of teacher knowledge in best practices, differentiated instruction in Reading, Math and Writing, appropriate accommodations, intervention strategies, understanding of inter-rater reliability, DBQ's and understanding of the new Florida Standards. 2

B194291

G1.B1.S1 Implement Lesson Study and Instructional Rounds 4

S205833

Strategy Rationale

This will allow teachers to observe colleagues and exemplary lessons within their grade level and vertically throughout the grade levels.

Action Step 1 5

Implementation of Lesson Studies

Person Responsible

Rebecca Wagner

Schedule

Monthly, from 10/1/2015 to 5/25/2016

Evidence of Completion

Reflection Logs and Teacher Observations

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

Lesson Study Meetings and Classroom observations

Person Responsible

Rebecca Wagner

Schedule

Monthly, from 10/1/2015 to 5/26/2016

Evidence of Completion

Reflection Logs, Teacher Observations and Professional Development Points

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

Assessments: I-Ready, Instructional Framework Assessments and Writing FPMA's

Person Responsible

Rebecca Wagner

Schedule

Quarterly, from 10/1/2015 to 5/26/2016

Evidence of Completion

I-Ready Growth Reports, Instructional Framework Assessment Growth and Writing FPMA Growth

G1.B1.S2 Implement Differentiated Instructional Strategies 4

S205834

Strategy Rationale

This will allow teachers to target students' instructional needs and provide need based instruction to ensure students will make one year's growth in one year's time.

Action Step 1 5

Differentiated instructional strategies will be implemented in Reading, Math and Writing in grades K-5

Person Responsible

Kristin Brillant

Schedule

Daily, from 9/1/2015 to 5/26/2016

Evidence of Completion

I-Ready and Instructional Framework Assessments

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

Classroom Walk-through's, PLC's, MTSS Meetings with Administration.

Person Responsible

Rebecca Wagner

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

PLC's Reflections, Walk-through feedback in IObservation, MTSS notes in EdInsight

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

Classroom Walk-through's, PLC's, MTSS Meetings with Administration.

Person Responsible

Rebecca Wagner

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

I-Ready Report Data- One year's growth in one year's time

G1.B1.S3 Implement Reader's Club Intervention Block 4

S205835

Strategy Rationale

This provides an additional Reading intervention block each day to focus on our struggling students.

Action Step 1 5

Daily 30 minute intervention block outside the reading block will be scheduled for students

Person Responsible

Kristin Brillant

Schedule

Daily, from 9/1/2015 to 5/26/2016

Evidence of Completion

I-Ready and Instructional Framework Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom Observations, Walk-throughs, PLC's and Master Schedule

Person Responsible

Kristin Brillant

Schedule

Daily, from 9/1/2015 to 5/26/2016

Evidence of Completion

IObservation, PLC Reflections, and School Master Schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

I-Ready, Instructional Framework Assessments

Person Responsible

Kristin Brillant

Schedule

Quarterly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Increase in Student Achievement- One year's growth in one year's time

G1.B1.S4 Implement Tutorial 4

S205836

Strategy Rationale

This provides before school and during the school day to focus on reading and math instruction with our Lowest Quartile , Tier 2 and Tier 3 students.

Action Step 1 5

Before school and "within the day" tutorial will be scheduled for Lowest Quartile, Tier 2 and 3 students.

Person Responsible

Kristin Brillant

Schedule

Daily, from 9/1/2015 to 5/26/2016

Evidence of Completion

I-Ready and will be administered according to set dates by the district or assessment guidelines.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Before School Tutorial Schedule, Within the Day Tutorial Schedule, Tutorial Planning Sheet

Person Responsible

Kristin Brillant

Schedule

Quarterly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Schedules, Tutorial Attendance, Tutorial Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

I-Ready and Instructional framework Assessments

Person Responsible

Kristin Brillant

Schedule

Quarterly, from 9/1/2015 to 5/20/2016

Evidence of Completion

I-Ready Reports and Instructional Framework Assessment Data

G1.B1.S5 Implement PLC's 4

S205837

Strategy Rationale

This provides peer support to develop teachers' instructional skills to address our students. This will also allow teachers to make instructional decisions based on the four critical questions to cultivate purposeful PLC's.

Action Step 1 5

Regularly scheduled PLC's will be conducted focused on Lesson Study, Intervention/differentiation strategies, Florida Standards, working with LQ and Tier 2/3 students.

Person Responsible

Rebecca Wagner

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

I-ready, Instructional Framework Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Leadership Team (Admin, Team Leaders, Instructional Coaches), SAC, and PTSA Board will meet monthly to review and evaluate progress of SIP Goals.

Person Responsible

Sharon Stanley

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Team Leader Summaries, SAC and PTSA Minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

PLC Schedule

Person Responsible

Sharon Stanley

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

PLC Reflections Logs

G1.B1.S6 Implement ELA and Math Framework 4

S205838

Strategy Rationale

This will provide teachers the opportunity to implement rigorous instruction with fidelity in grades K-5 to align to the new Florida Standards.

Action Step 1 5

Teacher will implement the ELA and Math instructional framework provided by the district with fidelity and manage instructional pacing accordingly.

Person Responsible

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Instructional Framework Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Analyzing Instructional Framework Assessment Data

Person Responsible

Rebecca Wagner

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Instructional Framework Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Analyze and discuss Instructional Framework Assessment Data with district and school personnel.

Person Responsible

Rebecca Wagner

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Instructional Framework Assessment Data

G1.B1.S7 Implement "The Leader In Me" 4

S205839

Strategy Rationale

This will empower students to be leaders in their learning by collecting and analyzing their own instructional journey by conferencing with teachers to receive feedback and to build positive relationships and culture school-wide.

Action Step 1 5

Implement "The Leader In Me" Program

Person Responsible

Sharon Stanley

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Light House Team Meeting Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S7 6

Light House Team Meetings

Person Responsible

Sharon Stanley

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Light House Team Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7

Light House Team Meeting Minutes, Leadership Seminole, LIM Symposium, EdInsight Discipline Reports

Person Responsible

Sharon Stanley

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Light House Team Meeting Minutes, Exit Slips from Leadership Seminole and LIM Symposium, decrease in discipline issues

G1.B1.S8 Implement DBQ's 4

S205840

Strategy Rationale

This will allow teachers in Grades 4 and 5 to provide rigorous instruction by implementing Document Based Questioning throughout Writing lessons.

Action Step 1 5

Teachers implementing DBQ's with fidelity.

Person Responsible

Kristin Brillant

Schedule

Triannually, from 9/1/2015 to 5/20/2016

Evidence of Completion

DBQ Trimester Projects provided by the district.

Plan to Monitor Fidelity of Implementation of G1.B1.S8 6

PLC meetings with Literacy Coach

Person Responsible

Kristin Brillant

Schedule

Monthly, from 9/1/2015 to 5/20/2016

Evidence of Completion

Trimester DBQ Projects

Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7

Meet with Literacy Coach to discuss implementation, fidelity and student data.

Person Responsible

Kristin Brillant

Schedule

Triannually, from 9/1/2015 to 5/20/2016

Evidence of Completion

DBQ Data, ELA Framework Assessment Data

G1.B1.S9 Implement a book study with staff on the book Mindset by Carol Dweck. 4

S205841

Strategy Rationale

By having teachers read Mindset they will be able to teach a growth mindset that creates love of learning and resilience that is needed for hard work.

Action Step 1 5

Fixed Mindset to Growth Mindset

Person Responsible

Sharon Stanley

Schedule

Monthly, from 10/5/2015 to 5/25/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S9 6

Online discussion question threads, participant feedback on discussion threads

Person Responsible

Schedule

Monthly, from 10/5/2015 to 5/25/2016

Evidence of Completion

Facilitators will create online forum and post discussion questions based on the content. Participants are encouraged to answer discussion question and add feedback to another participant's comment.

Plan to Monitor Effectiveness of Implementation of G1.B1.S9 7

Online Discussion Board

Person Responsible

Sharon Stanley

Schedule

Monthly, from 10/5/2015 to 5/25/2016

Evidence of Completion

Online Discussion Board

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	Implementation of Lesson Studies	Wagner, Rebecca	10/1/2015	Reflection Logs and Teacher Observations	5/25/2016 monthly
G1.B1.S2.A1	Differentiated instructional strategies will be implemented in Reading, Math and Writing in grades K-5	Brillant, Kristin	9/1/2015	I-Ready and Instructional Framework Assessments	5/26/2016 daily
G1.B1.S3.A1	Daily 30 minute intervention block outside the reading block will be scheduled for students	Brillant, Kristin	9/1/2015	I-Ready and Instructional Framework Assessments	5/26/2016 daily
G1.B1.S4.A1	Before school and "within the day" tutorial will be scheduled for Lowest Quartile, Tier 2 and 3 students.	Brillant, Kristin	9/1/2015	I-Ready and will be administered according to set dates by the district or assessment guidelines.	5/26/2016 daily
G1.B1.S5.A1	Regularly scheduled PLC's will be conducted focused on Lesson Study, Intervention/differentiation strategies,	Wagner, Rebecca	9/1/2015	I-ready, Instructional Framework Assessments	5/26/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Florida Standards, working with LQ and Tier 2/3 students.				
G1.B1.S6.A1	Teacher will implement the ELA and Math instructional framework provided by the district with fidelity and manage instructional pacing accordingly.		9/1/2015	Instructional Framework Assessments	5/26/2016 weekly
G1.B1.S7.A1	Implement "The Leader In Me" Program	Stanley, Sharon	9/1/2015	Light House Team Meeting Minutes	5/26/2016 monthly
G1.B1.S8.A1	Teachers implementing DBQ's with fidelity.	Brillant, Kristin	9/1/2015	DBQ Trimester Projects provided by the district.	5/20/2016 triannually
G1.B1.S9.A1	Fixed Mindset to Growth Mindset	Stanley, Sharon	10/5/2015		5/25/2016 monthly
G1.MA1	Instructional Framework Assessments, I-Ready Reports, EdInsight Discipline Reports and Writing FPMA's	Stanley, Sharon	9/1/2015	Instructional Framework Assessments, I-Ready Reports, EdInsight Discipline Reports and Writing FPMA's data	5/26/2016 monthly
G1.B1.S1.MA1	Assessments: I-Ready, Instructional Framework Assessments and Writing FPMA's	Wagner, Rebecca	10/1/2015	I-Ready Growth Reports, Instructional Framework Assessment Growth and Writing FPMA Growth	5/26/2016 quarterly
G1.B1.S1.MA1	Lesson Study Meetings and Classroom observations	Wagner, Rebecca	10/1/2015	Reflection Logs, Teacher Observations and Professional Development Points	5/26/2016 monthly
G1.B1.S2.MA1	Classroom Walk-through's, PLC's, MTSS Meetings with Administration.	Wagner, Rebecca	9/1/2015	I-Ready Report Data- One year's growth in one year's time	5/26/2016 monthly
G1.B1.S2.MA1	Classroom Walk-through's, PLC's, MTSS Meetings with Administration.	Wagner, Rebecca	9/1/2015	PLC's Reflections, Walk-through feedback in IObservation, MTSS notes in EdInsight	5/26/2016 monthly
G1.B1.S3.MA1	I-Ready, Instructional Framework Assessments	Brillant, Kristin	9/1/2015	Increase in Student Achievement- One year's growth in one year's time	5/26/2016 quarterly
G1.B1.S3.MA1	Classroom Observations, Walk-throughs, PLC's and Master Schedule	Brillant, Kristin	9/1/2015	IObservation, PLC Reflections, and School Master Schedule	5/26/2016 daily
G1.B1.S4.MA1	I-Ready and Instructional framework Assessments	Brillant, Kristin	9/1/2015	I-Ready Reports and Instructional Framework Assessment Data	5/20/2016 quarterly
G1.B1.S4.MA1	Before School Tutorial Schedule, Within the Day Tutorial Schedule, Tutorial Planning Sheet	Brillant, Kristin	9/1/2015	Schedules, Tutorial Attendance, Tutorial Lesson Plans	5/26/2016 quarterly
G1.B1.S5.MA1	PLC Schedule	Stanley, Sharon	9/1/2015	PLC Reflections Logs	5/26/2016 monthly
G1.B1.S5.MA1	Leadership Team (Admin, Team Leaders, Instructional Coaches), SAC, and PTSA Board will meet monthly to review and evaluate progress of SIP Goals.	Stanley, Sharon	9/1/2015	Team Leader Summaries, SAC and PTSA Minutes.	5/26/2016 monthly
G1.B1.S6.MA1	Analyze and discuss Instructional Framework Assessment Data with district and school personnel.	Wagner, Rebecca	9/1/2015	Instructional Framework Assessment Data	5/26/2016 monthly
G1.B1.S6.MA1	Analyzing Instructional Framework Assessment Data	Wagner, Rebecca	9/1/2015	Instructional Framework Assessment Data	5/26/2016 monthly
G1.B1.S7.MA1	Light House Team Meeting Minutes, Leadership Seminole, LIM Symposium, EdInsight Discipline Reports	Stanley, Sharon	9/1/2015	Light House Team Meeting Minutes, Exit Slips from Leadership Seminole and LIM Symposium, decrease in discipline issues	5/26/2016 monthly
G1.B1.S7.MA1	Light House Team Meetings	Stanley, Sharon	9/1/2015	Light House Team Meeting Minutes	5/26/2016 monthly
G1.B1.S8.MA1	Meet with Literacy Coach to discuss implementation, fidelity and student data.	Brillant, Kristin	9/1/2015	DBQ Data, ELA Framework Assessment Data	5/20/2016 triannually
G1.B1.S8.MA1	PLC meetings with Literacy Coach	Brillant, Kristin	9/1/2015	Trimester DBQ Projects	5/20/2016 monthly
G1.B1.S9.MA1	Online Discussion Board	Stanley, Sharon	10/5/2015	Online Discussion Board	5/25/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S9.MA1	Online discussion question threads, participant feedback on discussion threads		10/5/2015	Facilitators will create online forum and post discussion questions based on the content. Participants are encouraged to answer discussion question and add feedback to another participant's comment.	5/25/2016 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. Ensure that all teachers will implement rigorous instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing in order for students to make one year's growth in one year's time.

G1.B1 Lack of teacher knowledge in best practices, differentiated instruction in Reading, Math and Writing, appropriate accommodations, intervention strategies, understanding of inter-rater reliability, DBQ's and understanding of the new Florida Standards.

G1.B1.S1 Implement Lesson Study and Instructional Rounds

PD Opportunity 1

Implementation of Lesson Studies

Facilitator

Assistant Principal

Participants

Teachers

Schedule

Monthly, from 10/1/2015 to 5/25/2016

G1.B1.S7 Implement "The Leader In Me"

PD Opportunity 1

Implement "The Leader In Me" Program

Facilitator

Sharon Stanley

Participants

All Staff

Schedule

Monthly, from 9/1/2015 to 5/26/2016

G1.B1.S8 Implement DBQ's

PD Opportunity 1

Teachers implementing DBQ's with fidelity.

Facilitator

District Personnel

Participants

4th and 5th Grade Teachers

Schedule

Triannually, from 9/1/2015 to 5/20/2016

G1.B1.S9 Implement a book study with staff on the book Mindset by Carol Dweck.

PD Opportunity 1

Fixed Mindset to Growth Mindset

Facilitator

Sharon Stanley, Rebecca Wagner

Participants

Teachers

Schedule

Monthly, from 10/5/2015 to 5/25/2016

Technical Assistance Items

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

G1. Ensure that all teachers will implement rigorous instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing in order for students to make one year's growth in one year's time.

G1.B1 Lack of teacher knowledge in best practices, differentiated instruction in Reading, Math and Writing, appropriate accommodations, intervention strategies, understanding of inter-rater reliability, DBQ's and understanding of the new Florida Standards.

G1.B1.S2 Implement Differentiated Instructional Strategies

PD Opportunity 1

Differentiated instructional strategies will be implemented in Reading, Math and Writing in grades K-5

Facilitator

Kristin Brillant

Participants

Teachers

Schedule

Daily, from 9/1/2015 to 5/26/2016

G1.B1.S3 Implement Reader's Club Intervention Block

PD Opportunity 1

Daily 30 minute intervention block outside the reading block will be scheduled for students

Facilitator

Kristin Brillant

Participants

Teachers and Students

Schedule

Daily, from 9/1/2015 to 5/26/2016

G1.B1.S4 Implement Tutorial

PD Opportunity 1

Before school and "within the day" tutorial will be scheduled for Lowest Quartile, Tier 2 and 3 students.

Facilitator

Kristin Brillant

Participants

Students

Schedule

Daily, from 9/1/2015 to 5/26/2016

G1.B1.S5 Implement PLC's

PD Opportunity 1

Regularly scheduled PLC's will be conducted focused on Lesson Study, Intervention/differentiation strategies, Florida Standards, working with LQ and Tier 2/3 students.

Facilitator

Rebecca Wagner

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2015 to 5/26/2016

G1.B1.S6 Implement ELA and Math Framework

PD Opportunity 1

Teacher will implement the ELA and Math instructional framework provided by the district with fidelity and manage instructional pacing accordingly.

Facilitator

Kristin Brillant, Gary Lowe

Participants

Teachers

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Budget

Budget Data

1	**G1.B1.S1.A1**	**Implementation of Lesson Studies**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0202 - Casselberry Elementary School			$3,000.00
			Notes: Lesson Study budget for steps.			
2	**G1.B1.S2.A1**	**Differentiated instructional strategies will be implemented in Reading, Math and Writing in grades K-5**				**$0.00**
3	**G1.B1.S3.A1**	**Daily 30 minute intervention block outside the reading block will be scheduled for students**				**$0.00**
4	**G1.B1.S4.A1**	**Before school and "within the day" tutorial will be scheduled for Lowest Quartile, Tier 2 and 3 students.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0202 - Casselberry Elementary School	Other		$15,000.00
			Notes: Tutorial Funds for "within" the school day tutorial			
5	**G1.B1.S5.A1**	**Regularly scheduled PLC's will be conducted focused on Lesson Study, Intervention/differentiation strategies, Florida Standards, working with LQ and Tier 2/3 students.**				**$0.00**
6	**G1.B1.S6.A1**	**Teacher will implement the ELA and Math instructional framework provided by the district with fidelity and manage instructional pacing accordingly.**				**$0.00**
7	**G1.B1.S7.A1**	**Implement "The Leader In Me" Program**				**$3,000.00**

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0202 - Casselberry Elementary School	Other		$3,000.00
			Notes: Funding source is Millage Funds through Choices and POE (Programs of Enrichment).			
8	**G1.B1.S8.A1**	**Teachers implementing DBQ's with fidelity.**				**$2,765.50**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0202 - Casselberry Elementary School			$2,765.50
			Notes: DBQ Materials			
9	**G1.B1.S9.A1**	**Fixed Mindset to Growth Mindset**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0202 - Casselberry Elementary School			$1,000.00
			Notes: Book Study Materials			
					Total:	**$24,765.50**