

Polk County Public Schools

Scott Lake Elementary School



2015-16 School Improvement Plan

Scott Lake Elementary School

1140 COUNTY ROAD 540A E, Lakeland, FL 33813

<http://schools.polk-fl.net/scottlake>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	46%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan 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>.

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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	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

With the support of family and community, our mission at Scott Lake Elementary is to cultivate joy and pride in learning, so that students will become caring responsible citizens and lifelong learners.

Provide the school's vision statement

With school, family, and community working together, Scott Lake Elementary will cultivate joy and pride in learning so that students will become caring, responsible citizens and lifelong learners.

School Environment

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

The school organizes events to foster the relationship between teachers and students. Back to School night is held in the first few weeks of school so the parents can meet their child's teacher. Grade levels prepare parent nights where the students share work and teachers present at-home curriculum activities and grade level information. Scott Lake also participates in the district WE3 Expo as a way of showcasing the opportunities the school affords students, and as another way of reaching out and getting to know potential families. When working with parents and students, our staff incorporates the Ruby Payne strategy of building relationships and meeting the family at their point of need so as to better understand their perspective and reach them more effectively. Our school social worker and guidance counselor also play an important role as the liaison between the school and those families that are not able to make school appointments or who may need assistance in becoming better acclimated to the school.

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

Scott Lake has protocols and procedures that are enacted school-wide by all staff that demonstrates that student safety is a main priority. A School Emergency Response Team (SERT) is being implemented to establish appropriate practices in case of an emergency. Students are monitored at all times while on campus both before, during, and after school. Students are assigned an area of the campus where they must go to before the bell rings in the morning, and school personnel are assigned to these areas to monitor the students. In the afternoon during dismissal, school personnel is again assigned to key areas throughout the school so that the students are constantly under adult supervision. To further support Kindergarten students, 5th-grade patrol students escort the kindergartners to their dismissal location. Additionally, security cameras have been strategically located in the main office, the front parking lot, and at the bus ramp to provide added security for both students and staff. Scott Lake Elementary is also continuing the "Operation Hedgehog" program and timeline. Teachers are given lessons plans which incorporate lessons that highlight learning and practicing manners in a modern world and performing acts of kindness as a way of promoting a school environment where students feel safe and respected.

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

Scott Lake is proud to be a Positive Behavior Support school. The school-wide expectations are posted throughout the campus and in each individual classroom. Teachers develop behavior interventions to be used in the classroom with the support of the guidance counselor. Students who are not successful with the PBS program are referred to the MTSS team for behavior interventions. If needed, the MTSS team and parents are involved in developing a Tier 2 behavior plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior plan with parent permission. A functional behavior assessment is conducted for 10 school days. The results are analyzed to determine if further intervention is needed.

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

Scott Lake uses our school-wide PBS plan and the “Operation Hedgehog” program to meet the social-emotional needs of all students. Students who require further intervention in this area may receive a daily check-in/check-out intervention at the Tier 2 level of support. Students requiring additional intervention can receive a Tier 3 level of support which could lead to possible Exceptional Student Education services (ESE). ESE students and 504 students are eligible for mental health counseling.

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

Scott Lake uses the following early warning indicators to identify the at-risk population: Absent 10% or more of the days enrolled regardless of whether the absence is excused, unexcused, or a result of out-of-school suspension; over-age 2 or more years for the grade level; the total number of ISS/OSS days that is greater than 3; course failure in English Language Arts or mathematics; a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	11	7	11	9	9	61
One or more suspensions	0	1	3	0	1	4	9
Course failure in ELA or Math	5	11	10	3	6	3	38
Level 1 on statewide assessment	0	0	0	0	16	18	34
Over-age 2 or more years for the grade level	0	1	2	2	2	3	10

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	3	3	2	5	5	18

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

Scott Lake employs a variety of intervention strategies to improve the academic performance of the students identified by the early warning system. For attendance issues, teachers follow the district guideline of letters being sent home notifying parents that their student's absences have become excessive. If absences continue, parent meetings are scheduled with the school's problem-solving team and the social worker becomes involved by making home visits as necessary. For academic and behavioral concerns, teachers develop behavior/academic interventions to be used in the classroom. Students who are not successful with the PBS program or Tier 1 interventions are referred to the MTSS team for further behavioral and academic interventions. The MTSS team and parents are involved in developing a Tier 2 behavior and/or academic plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior/academic plan with parent permission. Scott Lake also uses our school-wide PBS plan, the "Operation Hedgehog" program, and Tier 2 check-in/check-out support to meet the behavior and academic needs for these students. Students requiring intensive intervention can receive a Tier 3 level of support, which could lead to possible Exceptional Student Education (ESE) services.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Scott Lake works diligently to build positive relationships with families to increase involvement and keep parents informed of their child's progress through a plethora of activities and communication. For general information, the school uses the school's website and marquee along with flyers and reminder labels in students' agendas about upcoming events at the school. Our school has an active PTO board that has instituted a monthly email newsletter this year, has a Facebook page set up to provide information to parents in a timely fashion, and has a quarterly PTO meeting for all parents to attend. Teachers provide parent/teacher conferences as needed, and send home progress monitoring reports, interim reports, and report cards at the appointed times. Teachers also communicate with parents by phone and through the students' agenda for day-to-day needs and concerns. Special informational days are set aside for moms and dads, such as Doughnuts with Dad, Muffins with Mom, and Coffee Chats to discuss curriculum and parent/student concerns. The school encourages volunteers to come to the school and help when possible and logged 7,000 hours in volunteer service for the 2014-2015 school year setting the school up to be recognized for the Golden School Award.

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

Scott Lake includes business partners in School Advisory Committee activities. We encourage the partners to participate in monthly meetings where various school issues are discussed and voted upon. These include but are not limited to the following: approval of the School Improvement Plan, analysis of school data and annual performance, voting on lottery fund expenditures, and review of the District

Strategic Plan. Business Partners are highlighted on the school marquee, through school spirit nights, and included in the school newsletter, providing advertisement for their businesses.

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
Reimer, Ruth	Principal
Kaufmann, Ron	Assistant Principal
Shim, Candace	Guidance Counselor
Davis, Judy	Teacher, ESE
Thomas, Jacqueline	Instructional Coach
Garcia, Karla	Teacher, K-12
Latham, Jennifer	Teacher, K-12
Davis, Kimberly	Teacher, K-12

Duties

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

Members of the Leadership Team assist with the development of the SIP. The team provides strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. They help set clear expectations for instruction (Rigor, Relevance, and Relationship) and provide relevant professional development and modeling as needed. Information is used to understand barriers, determine the effectiveness of the strategies, and determine which evaluation tools should be used.

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

To identify and align all available resources in order to meet the needs of all students and maximize desired student outcomes, the school leadership uses the following data:

- Baseline Data: K-5 Reading Wonders Diagnostic and Placement Assessments, K - 5 Beginning-of-the-year Writing Assessment, Grades 3 - 5 FAIR, Florida Standards Assessments (FSA), Florida Standards Alternate Assessments (FSAA), ACCESS, Classroom Assessments, Lowest 30% data
- Progress Monitoring: Grades 3 - 5 FAIR, STAR, Levels of Mastery, Tier II and Tier III Progress Monitoring
- Tools, Go Math Assessments, Reading Wonders Weekly and Unit Assessments, District IBTP Assessments
- Midyear: Grades 3 - 5 FAIR, District IBTP Assessments, K-5 Midyear Writing Assessment, Classroom Assessments, K-2 Reading Wonders Diagnostic Assessments
- End-of-year: Grades 3 - 5 FAIR, FSA, FSAA, ACCESS, District IBTP Assessments, Classroom

Assessments, K-5 End-of-year Writing Assessment, K-2 Reading Wonders Diagnostic Assessments - Frequency of Data Days: Grades 3 - 5 FAIR - 3 times a year; K-2 Reading Wonders Diagnostic Assessments - 3 times a year; K-5 District Writing Assessment; FSA -Yearly; FSAA - Yearly; ACCESS - Yearly; Classroom Assessments - Chapter and Unit Tests; Tier II and Tier III - as defined by the students'

Intervention Plan; Lowest 30% data - Quarterly

The data obtained from these assessments taken throughout the year are used to problem solve and help determine how to apply resources for the highest impact. For instance, ESE and ESOL students are clustered in order to maximize the ESE Inclusion Teacher and ESOL Paraprofessional's time with this student population. Therefore, determination is made through discussions with these teachers, the general education teacher, and the leadership team, along with an analysis of student data, to determine how many inclusion and ESOL clustered classes may be needed each year. The principal is responsible for conducting the planning sessions and the leadership team meets on a weekly basis to discuss present and future personnel and/or instructional needs. Scott Lake is a non-Title 1 school and does not receive any additional federal supplementary dollars, but is strongly supported by the school's PTO Board and community business partners that provide supplemental funds for student and teacher instructional needs. The School Technology Services (STS) department provides technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. The department also provides additional hardware/equipment the school may need when supplemental funds are available. The Hearth program, funded through Title X, provides support for identified homeless students. Students with housing needs are referred to the Homeless Student Advocate. An electronic tracking system, data base, or spreadsheet is maintained for the resources purchased with these funds.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Reimer, Ruth	Principal
Brown, Creigh	Business/Community
Houk, Andrew	Business/Community
Hutchins, Katrina	Teacher
Haake, Kirsten	Parent
Reed, Andrew	Business/Community
Bayt, Sonja	Business/Community
Fernandez, Ana	Education Support Employee
Shim, Candace	Education Support Employee
Thomas, Jackie	Education Support Employee
Marino, Robyn	Parent
Kaufmann, Jr. Ronald	Education Support Employee
Croft, Roxy	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

Each year the principal provides a presentation on the school improvement plan to the SAC committee. The goals, barriers, and budget are reviewed with the members who are given a copy of the plan. A question and answer time is provided after the presentation, after which the plan is voted on for approval.

Development of this school improvement plan

Scott Lake's SAC Committee members assist in the development of this year's school improvement plan in the following ways:

- Operate within the boundaries of School Board policy and State legislation
- Assist in developing and reviewing school vision statement, goals and objectives
- Analyze School Grade and AMO Reports
- Solicit input from peer groups regarding school improvement
- Vote on the expenditure of SAC Allocation Funds, School Recognition Funds and Lottery Funds
- Review all funds reported in School Improvement Plan
- Support school improvement implementation
- Provide ongoing evaluations of school improvement progress

Preparation of the school's annual budget and plan

In preparing the school's annual budget and plan, the SAC committee offers suggestions as to how they would like to see the available funds used. The committee's priorities lie in the areas of student learning and how what is purchased will impact the learning and instruction of students.

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

School improvement funds allocated last year (2014 - 2015) are as follows:

PTO Funds

- Families in Need 250.00
- Brain Pop 2,100.00
- FSA Incentives 150.00
- Weekly Readers 450.00
- Grade Level Lead Grants 4,800.00
- Teacher Grants 4,000.00
- AR Program 500.00
- Agendas 2,500.00
- Kindergarten Round-up 150.00
- Doughnuts with Dads & Muffins with Moms 700.00
- Tutoring Snacks 100.00
- Reading Wonders Assessment Workbooks (paid 1/2) 800.00
- Laptop Computers (7) 3,640.00
- Amplifier for Cafe' Sound System 400.00
- Picnic Tables for Outdoor Classroom (7) 4,500.00
- Projector 960.47

School Media Funds

- Non-fiction library books to support curriculum 1,248.00
- Scholastic Book Fair Funds used to build media resources 3,800.00
- LMM Funds used to build book resources 1,518.00

Technology Funds

From District School Technology Services

- Laptop Cart 14,738.00

From School Budget

- Ink 6,400.00
- Lightspeed System for Media Center 605.14

- Laptop Computers (4) 2,080.00
- Reading Wonders Assessment Workbooks (paid 1/2) 800.00
- iPads (2) 758.00
- Bus Ramp Benches 1,500.00
- Picnic Tables for Outdoor Cafe' 2,600.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Reimer, Ruth	Principal
Kaufmann, Ron	Assistant Principal
Thomas, Jacqueline	Instructional Coach
Widner, Deborah	Instructional Media
Latham, Jennifer	Teacher, K-12
Shim, Candace	Guidance Counselor
Davis, Judy	Teacher, ESE
Davis, Kimberly	Teacher, K-12
Garcia, Karla	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year, the LLT will focus on curriculum needs as the Florida Standards are continuing to be fully implemented. Relevant professional development in the areas of English Language Arts and reading/writing across the content areas will be provided throughout the year in an effort to support teacher understanding of and fidelity in implementing the Florida Standards. An instructional resource teacher has been added to the staff to support teachers in curriculum development and instructional strategies during collaborative planning meetings and with modeling as needed. Attendance issues will also be addressed with the leadership team and interventions will put into place for teachers to track chronic students allowing them to communicate with families in an attempt to change the patterns. The social worker will also serve as a support system for the cases that are in need of further intervention.

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

Grade levels have a common planning time where all teachers at the grade level are able to provide input and receive assistance with their lesson planning. Grade levels meet a minimum of once a week to plan collaboratively to ensure that all members of the team are receiving support when needed. Scott

Lake's social committee also provides a once-a-month get together before school where teachers can gather for coffee and doughnuts as well as planning the beginning-of-the-year welcome back breakfast, the Christmas Social, end-of-year breakfast, and providing flowers, cards, and support for staff members who are ill or have lost a loved one. The school also provides a monthly "Spotlight Celebration" to celebrate the successes and innovative ideas that teachers are experiencing in the classroom.

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

In order for Scott Lake to recruit, develop, and retain highly qualified, certified-in-field effective teachers the following strategies are used:

- Provide on-going professional development (District Curriculum Coaches, Teacher Leaders, Instructional Resource Teacher, Administration)
- Provide a mentor for teachers in the Professional Education Competence (PEC) Program (Instructional Resource Teacher, Administration)
- Provide instructional support through the use of Paraprofessionals and ESE Inclusion Teachers, and the Instructional Resource Teacher

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

Teachers will be assigned mentor teachers based on expertise and grade level to help with planning and curriculum delivery. Weekly meetings are held in order to review instructional successes and areas in need of support. Team Leaders and/or the Instructional Resource Teacher serve as mentors in order to provide support that is available throughout the day.

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

Scott Lake ensures its core instructional programs and materials are aligned to Florida's standards by utilizing the standards in all aspects of professional development, resource management, collaborative planning, and instructional practices. Each teacher/grade level follows the district learning maps which are based on the standards as well as developing a Levels of Mastery for the overarching standard in the math, ELA, or science subject area for which they are assigned. Teachers also use the higher-order thinking, 5E Teaching Model to teach math and science so that students develop a deeper understanding of the standards and overall subject matter. The leadership team provides on-going training/review of standards, and collaborative planning sessions include a review of the content specifications and assessment limits to ensure that the standards are being taught to full capacity in each grade level/classroom. Vertical discussions are included in faculty meetings and Collaborative Planning Meetings to communicate expectations before and after each grade level. Lesson plans are reviewed a week prior to instructional delivery so that the administration is aware of standards being taught and to what extent the assessment will measure proficiency.

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

Scott Lake uses data to drive academic instruction. Students who score in the bottom 30% of a grade level are placed in daily small groups for increased instruction. Tier 2 students are served daily for 30 minutes and progress monitored every two weeks. Students at the Tier 3 level receive an additional 60 minutes a week. Teachers use in-class assessments to determine flexible groups depending upon needed skills. These sessions utilize leveled resources from the district adopted reading series as well as other research based materials.

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: 60

Scott Lake will be offering an after school tutoring program for our ELL population.

Strategy Rationale

Tutoring for our ELL population is being offered as a means of providing additional academic support in their areas of need so they are able to complete the grade level as close to on-grade level as possible.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reimer, Ruth, ruth.reimer@polk-fl.net

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

Data that will be collected and analyzed to determine effectiveness of the strategy are K-2 Reading Wonders Diagnostic Assessments, grades 3-5 FAIR, STAR, FSA, FSAA, ACCESS, and ongoing classroom assessments that are recorded on spreadsheets and studied for trends.

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

Scott Lake Elementary has numerous activities to assist students in their transition to elementary school and our 5th graders transition to middle school. For our incoming Kindergartners, our school provides a Pre-K Exceptional Student Education unit and two Early Intervention Pre-K units. Throughout the course of the year, Pre-Kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into kindergarten a smooth process. Kindergarten round-up, which takes place in the spring, will include school informational packets for families, a campus tour, and a school orientation delivered by administration and kindergarten teachers. Local day cares and other Pre-K programs are invited through the local media, newsletters, and School Messenger will advertise all transition activities. Pre-

K teachers use various techniques (observation, assessment, parent feedback), in monitoring the students' readiness. Once the pre-kindergarten students begin kindergarten, the Florida Kindergarten Readiness Screener (FLKRS) is administered at the onset of the school year. The data is disaggregated and the results aid in creating a target list of students who are considered high risk. Students who are found to have low readiness rates, are monitored and evaluated carefully. The district provides support personnel to model best practices, work with teachers in planning lessons that accommodate the learning modalities of the high risk students, as well as assisting in the constant monitoring of students' progress. Parent feedback is another tool used in evaluating the effectiveness of the interventions in place. Kindergarten and Pre-Kindergarten teachers will collaborate with one another to monitor student progress in achieving readiness skills. Our 5th grade students are acclimated to the middle school setting through a shadowing day at the end of the school year where they attend the feeder middle school and shadow a 6th grade student so they are able to experience a typical middle school day. Scott Lake also has an accelerated program for 5th grade students that qualify. These students take a 6th grade English Language Arts and/or a Mathematics middle school course preparing them for the middle school academic expectations while giving them middle school credit for successful completion. If enough students do not qualify for a class unit to be warranted at the school, then taking the class through Polk Virtual School or Florida Virtual School is offered. Collaboration between district curriculum coaches, the school-based instructional resource teacher, the elementary teachers, and middle school teachers is on-going so as to ensure quality alignment of curriculum and a smooth transition at year's end.

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

Scott Lake uses a variety of strategies to advance college and career awareness. For the 2015-2016 school year, the school is focusing on the many colleges and universities in Florida, Ivy League schools, and the schools that the staff have attended for students to consider attending after high school graduation. A bulletin board has been set up in a prominent hallway with college pennants as a catalyst for discussions between students, parents, and teachers. Classroom teachers are also encouraged to post information in their classrooms about their own Alma Mater for the students to see and discuss. All classrooms post a "Serving the Class Of....." sign to set the expectation of high school completion. In an effort to strengthen pro-work skills, character education, in conjunction with Operation Hedgehog, will be emphasized with a college and career ready theme. The school provides exposure to various careers through participation in a Career Day, The Great American Teach-In, and Take Your Child to Work Day with follow-up writing activities that encourage the students to analyze and synthesize the information taken away from these experiences.

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:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers collaboratively plan using the Florida Standards and instruction is consistently delivered that mirrors the full extent of the Standards, then the English Language Arts, Writing, Math, and Science scores will increase to or above the school's projected targets.
- G2.** If students are routinely engaged in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension, then overall scores in the areas of English Language Arts, Writing, Math, and Science will increase to or above the school's targeted goals.

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. If teachers collaboratively plan using the Florida Standards and instruction is consistently delivered that mirrors the full extent of the Standards, then the English Language Arts, Writing, Math, and Science scores will increase to or above the school's projected targets. **1a**

 G074519

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	80.0
AMO Reading - All Students	81.0
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal **2**

- Florida Standards, Item Specifications and Content Limits
- NGSS Science Standards, Item Specifications and Content Limits
- District Curriculum Coaches and School-based Instructional Resource Teacher, Teacher Leaders
- District Learning Maps

Targeted Barriers to Achieving the Goal **3**

- Teacher misconceptions of how to correctly align the standards, comprehensive collaborative planning

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

Leadership Team will meet to discuss progress toward meeting the goal.

Person Responsible

Ruth Reimer

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Leadership Team Collaborative Planning Logs, Grade Level Collaborative Planning Logs, Journey Feedback, Classroom Monitoring Observations, K-2 Reading Wonders Diagnostic Assessments, Grades 3 - 5 FAIR data, MTSS Progress Monitoring Data, Classroom Assessments

G2. If students are routinely engaged in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension, then overall scores in the areas of English Language Arts, Writing, Math, and Science will increase to or above the school's targeted goals. 1a

G074520

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0
AMO Reading - All Students	81.0
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Relevant Professional Development, Professional Learning Communities, Collaborative Lesson Planning, District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders
- District Learning Maps, Reading Wonders Series, Go Math Series, Common Core Streaming, Accelerated Reader
- FAIR, Benchmark Assessments, District IBTP Assessments, Reading Wonders Diagnostic Assessments, IDEAS

Targeted Barriers to Achieving the Goal 3

- Inconsistent instructional delivery and implementation of curriculum from teacher to teacher.

Plan to Monitor Progress Toward G2. 8

Leadership Team will meet to discuss progress toward meeting the goal.

Person Responsible

Ruth Reimer

Schedule

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

Evidence of Completion

Leadership Team Meeting Notes, Journey Feedback, Classroom Monitoring Observations, K-2 Reading Wonders Diagnostic Assessments, Grades 3 - 5 FAIR data, MTSS Progress Monitoring Data, Classroom Assessments, FSA, FSAA, and ACCESS test 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. If teachers collaboratively plan using the Florida Standards and instruction is consistently delivered that mirrors the full extent of the Standards, then the English Language Arts, Writing, Math, and Science scores will increase to or above the school's projected targets. **1**

 G074519

G1.B1 Teacher misconceptions of how to correctly align the standards, comprehensive collaborative planning **2**

 B194630

G1.B1.S1 Unpack the standards before planning instruction by creating a Levels of Mastery chart for use as a gauge of student mastery of the standard. **4**

 S206176

Strategy Rationale

The teacher must have thorough knowledge and understanding of the Florida Standards in order to present the correct grade level curriculum. By creating a "Levels of Mastery" chart, the teacher develops their knowledge of the standards prior to and after their grade level standards. This, in turn, creates a vertical alignment of standards that includes the building blocks for grade level mastery of the standard.

Action Step 1 **5**

Assist teachers with planning the Levels of Mastery charts using the Florida Standards.

Person Responsible

Ruth Reimer

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Completed Levels of Mastery Charts, Classroom Monitoring Observations, Collaborative Planning Logs

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

Teaching of the Florida Standards is ensured by formal and informal walk-throughs, as well as weekly review of lesson plans and attendance at grade level Collaborative Planning Meetings.

Person Responsible

Ruth Reimer

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Monitoring Observations, Collaborative Planning Logs

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

Administration will monitor the teaching of the Florida Standards through formal and informal walk-throughs, as well as attendance at grade level Collaborative Planning Meetings followed by lesson plan review sessions with the Leadership Team. In addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that best suit lesson objectives.

Person Responsible

Ruth Reimer

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Monitoring Observations, K-2 Reading Wonders Diagnostic Assessments, Grades 3 - 5 FAIR Data, STAR Data, and Classroom Assessment Data

G1.B1.S2 Create a more organized collaborative planning time for teachers. 4

S206177

Strategy Rationale

If teachers are provided with a more organized collaborative planning time where teachers are focused completely on planning, and where Administration and/or the Instructional Resource Teacher are present to assist with questions or misconceptions, then teacher planning time will be more productive and higher quality lessons will be produced.

Action Step 1 5

The teachers will collaboratively plan weekly with the support of Administration and/or the Instructional Resource Teacher using the Florida Standards, item specifications, and content limits.

Person Responsible

Ruth Reimer

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson plans, Student Work Samples, Collaborative Planning Logs, and Classroom Monitoring Observations

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

Administration and the Instructional Resource Teacher will monitor lesson plans and attend grade level Collaborative Planning Meetings.

Person Responsible

Ruth Reimer

Schedule

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

Evidence of Completion

Completed Lesson Plans, Collaborative Planning Logs

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

Teachers will effectively utilize the Collaborative Planning Meetings to ensure that planning to the full depth of each specified state standard is reached. Teachers, Administration, and the Instructional Resource Teacher will plan together to ensure focus and quality of lessons created.

Person Responsible

Ruth Reimer

Schedule

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

Evidence of Completion

Completed Lesson Plans, Collaborative Planning Logs, Classroom Monitoring Observations

G2. If students are routinely engaged in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension, then overall scores in the areas of English Language Arts, Writing, Math, and Science will increase to or above the school's targeted goals. 1

G074520

G2.B1 Inconsistent instructional delivery and implementation of curriculum from teacher to teacher. 2

B194631

G2.B1.S1 Grade level team leaders will facilitate collaborative lesson planning and administration will maintain a high presence in classrooms and Collaborative Planning Meetings, provide constructive feedback, and offer relevant, content-based professional development. Professional Development Topics will include 5E Teaching Model for Math and Science, Higher Order Questioning Techniques, Authentic Writing Across the Curriculum, Accountable Student Talk, and Florida Standards Assessment Expectations. Weekly Collaboratively Planning Meetings will focus on effective teaching strategies with a follow-up that identifies teachers needing additional support. Content area expertise will be developed in grades 3 - 5 in support of departmentalization. 4

S206178

Strategy Rationale

Assisting teachers with collaborative lesson planning and providing relevant professional development in areas of need will improve effective implementation of inquiry-based, differentiated instruction with authentic writing assignments.

Action Step 1 5

Assist teachers in 5E lesson planning, higher order questioning and discovery methods, and authentic writing during Collaborative Planning Meetings.

Person Responsible

Ruth Reimer

Schedule

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

Evidence of Completion

Lesson Plans, Classroom Monitoring Observations, Student Work Samples

Action Step 2 5

Provide professional development on the following topics: 5E Teaching Model for Math and Science, Authentic Cross-Curricular Writing, Extended Responses, Student Accountability Talk, Florida Standards Expectations

Person Responsible

Ruth Reimer

Schedule

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

Evidence of Completion

PD sign-in sheets, Lesson Plans, Classroom Monitoring Observations, and Student Work Samples

Action Step 3 5

Departmentalization of grades 3 - 5 with content-specific professional development provided by District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders, and Administration.

Person Responsible

Ruth Reimer

Schedule

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

Evidence of Completion

Master Schedule, PD sign-in sheets, Completed Lesson Plans

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

Instructional delivery, questioning techniques, authentic writing

Person Responsible

Ruth Reimer

Schedule

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

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Monitoring Observations, K-2 Reading Wonders Diagnostic Assessments, Grades 3 - 5 FAIR Data, Classroom Assessment Data, STAR Data

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

Instructional delivery consistent throughout grade level, questioning techniques, student response to instruction, student learning, student writing

Person Responsible

Ruth Reimer

Schedule

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

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Observations, Teacher Feedback

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	Assist teachers with planning the Levels of Mastery charts using the Florida Standards.	Reimer, Ruth	8/17/2015	Completed Levels of Mastery Charts, Classroom Monitoring Observations, Collaborative Planning Logs	6/9/2016 weekly
G1.B1.S2.A1	The teachers will collaboratively plan weekly with the support of Administration and/or the Instructional Resource Teacher using the Florida Standards, item specifications, and content limits.	Reimer, Ruth	8/17/2015	Lesson plans, Student Work Samples, Collaborative Planning Logs, and Classroom Monitoring Observations	6/9/2016 weekly
G2.B1.S1.A1	Assist teachers in 5E lesson planning, higher order questioning and discovery methods, and authentic writing during Collaborative Planning Meetings.	Reimer, Ruth	8/24/2015	Lesson Plans, Classroom Monitoring Observations, Student Work Samples	6/9/2016 weekly
G2.B1.S1.A2	Provide professional development on the following topics: 5E Teaching Model for Math and Science, Authentic Cross-Curricular Writing, Extended Responses, Student Accountability Talk, Florida Standards Expectations	Reimer, Ruth	8/24/2015	PD sign-in sheets, Lesson Plans, Classroom Monitoring Observations, and Student Work Samples	6/9/2016 weekly
G2.B1.S1.A3	Departmentalization of grades 3 - 5 with content-specific professional development provided by District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders, and Administration.	Reimer, Ruth	8/24/2015	Master Schedule, PD sign-in sheets, Completed Lesson Plans	6/9/2016 monthly
G1.MA1	Leadership Team will meet to discuss progress toward meeting the goal.	Reimer, Ruth	8/17/2015	Leadership Team Collaborative Planning Logs, Grade Level Collaborative Planning Logs, Journey Feedback, Classroom Monitoring Observations, K-2 Reading Wonders Diagnostic Assessments, Grades 3 - 5 FAIR data, MTSS Progress Monitoring Data, Classroom Assessments	6/9/2016 weekly
G1.B1.S1.MA1	Administration will monitor the teaching of the Florida Standards through formal	Reimer, Ruth	8/18/2014	Lesson Plans, Student Work Samples, Classroom Monitoring Observations,	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and informal walk-throughs, as well as attendance at grade level Collaborative Planning Meetings followed by lesson plan review sessions with the Leadership Team. In addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that best suit lesson objectives.			K-2 Reading Wonders Diagnostic Assessments, Grades 3 - 5 FAIR Data, STAR Data, and Classroom Assessment Data	
G1.B1.S1.MA1	Teaching of the Florida Standards is ensured by formal and informal walk-throughs, as well as weekly review of lesson plans and attendance at grade level Collaborative Planning Meetings.	Reimer, Ruth	8/18/2014	Lesson Plans, Student Work Samples, Classroom Monitoring Observations, Collaborative Planning Logs	6/4/2015 weekly
G1.B1.S2.MA1	Teachers will effectively utilize the Collaborative Planning Meetings to ensure that planning to the full depth of each specified state standard is reached. Teachers, Administration, and the Instructional Resource Teacher will plan together to ensure focus and quality of lessons created.	Reimer, Ruth	8/24/2015	Completed Lesson Plans, Collaborative Planning Logs, Classroom Monitoring Observations	6/9/2016 weekly
G1.B1.S2.MA1	Administration and the Instructional Resource Teacher will monitor lesson plans and attend grade level Collaborative Planning Meetings.	Reimer, Ruth	8/24/2015	Completed Lesson Plans, Collaborative Planning Logs	6/9/2016 weekly
G2.MA1	Leadership Team will meet to discuss progress toward meeting the goal.	Reimer, Ruth	8/24/2015	Leadership Team Meeting Notes, Journey Feedback, Classroom Monitoring Observations, K-2 Reading Wonders Diagnostic Assessments, Grades 3 - 5 FAIR data, MTSS Progress Monitoring Data, Classroom Assessments, FSA, FSAA, and ACCESS test data	6/9/2016 monthly
G2.B1.S1.MA1	Instructional delivery consistent throughout grade level, questioning techniques, student response to instruction, student learning, student writing	Reimer, Ruth	8/24/2015	Lesson Plans, Student Work Samples, Classroom Observations, Teacher Feedback	6/9/2016 daily
G2.B1.S1.MA1	Instructional delivery, questioning techniques, authentic writing	Reimer, Ruth	8/24/2015	Lesson Plans, Student Work Samples, Classroom Monitoring Observations, K-2 Reading Wonders Diagnostic Assessments, Grades 3 - 5 FAIR Data, Classroom Assessment Data, STAR Data	6/9/2016 daily

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. If teachers collaboratively plan using the Florida Standards and instruction is consistently delivered that mirrors the full extent of the Standards, then the English Language Arts, Writing, Math, and Science scores will increase to or above the school's projected targets.

G1.B1 Teacher misconceptions of how to correctly align the standards, comprehensive collaborative planning

G1.B1.S1 Unpack the standards before planning instruction by creating a Levels of Mastery chart for use as a gauge of student mastery of the standard.

PD Opportunity 1

Assist teachers with planning the Levels of Mastery charts using the Florida Standards.

Facilitator

School-based Instructional Resource Teacher, Teacher Leaders, Administration

Participants

Classroom Teachers

Schedule

Weekly, from 8/17/2015 to 6/9/2016

G2. If students are routinely engaged in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension, then overall scores in the areas of English Language Arts, Writing, Math, and Science will increase to or above the school's targeted goals.

G2.B1 Inconsistent instructional delivery and implementation of curriculum from teacher to teacher.

G2.B1.S1 Grade level team leaders will facilitate collaborative lesson planning and administration will maintain a high presence in classrooms and Collaborative Planning Meetings, provide constructive feedback, and offer relevant, content-based professional development. Professional Development Topics will include 5E Teaching Model for Math and Science, Higher Order Questioning Techniques, Authentic Writing Across the Curriculum, Accountable Student Talk, and Florida Standards Assessment Expectations. Weekly Collaboratively Planning Meetings will focus on effective teaching strategies with a follow-up that identifies teachers needing additional support. Content area expertise will be developed in grades 3 - 5 in support of departmentalization.

PD Opportunity 1

Provide professional development on the following topics: 5E Teaching Model for Math and Science, Authentic Cross-Curricular Writing, Extended Responses, Student Accountability Talk, Florida Standards Expectations

Facilitator

Administration, District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders

Participants

Classroom Teachers

Schedule

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

PD Opportunity 2

Departmentalization of grades 3 - 5 with content-specific professional development provided by District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders, and Administration.

Facilitator

District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders, and Administration.

Participants

Third, Fourth, and Fifth Grade Teachers.

Schedule

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