

Marion County Public Schools

Wyomina Park Elementary School



2016-17 Schoolwide Improvement Plan

Wyomina Park Elementary School

511 NE 12TH AVE, Ocala, FL 34470

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	B

**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 Marion 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wyomina Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Wyomina Park Elementary strives for excellence!

b. Provide the school's vision statement.

Wyomina Park Elementary is a safe school where all children prepare for their future, community involvement is encouraged and achievement is celebrated.

2. School Environment

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

Cultural beliefs and customs are shared with the staff through the school's morning show announcements and master calendar. Teachers celebrate a variety of cultures throughout the school year through the use of academic and non-academic activities, some of which involve children sharing their experiences.

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

Various staff members are strategically placed at entrance and exit points in the morning and afternoon to watch children come to and leave school.

Members of the administrative team are placed in specific "high-traffic" areas to monitor students during the arrival and dismissal periods.

No child is allowed to walk by his or herself during the course of the day.

The administrative team takes a very active role when any type of danger or threat is posed to the student body. The staff has been trained to actively look for printed badges or name tags on unfamiliar personnel. That unfamiliar person is asked to go directly to the front office and sign in. If the person refuses, the front office is notified immediately.

The morning show emphasizes the right to learn and feel safe on a daily basis.

Code Yellow and Red alerts are practiced four times a year, instead of the mandatory one time practice in order for the students and staff to be better prepared.

c. 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.

Wyomina Park is a PBS school. Protocol is reviewed during preplanning week and systematically followed by the Dean. The school also utilizes the MTSS protocol when needed for Tier II and Tier III students.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Leadership team reviews students who demonstrate a need for counseling and mentoring on a weekly basis. Students are placed into small counseling groups according to need. Some students require a check-in/check-out process throughout the day (for mentoring or a part of a specific

behavior plan). Specific members of the staff are utilized for the check-in/check-out process based on the relationship they have with the student(s). At risk students participate in a mentoring program championed by the Guidance Counselor. Those students are chosen based on MTSS identification, Tier 2 or Tier 3, in academics and behavior. The students in Tier 3 for behavior are also enrolled in the Second Steps program.

3. Early Warning Systems

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

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

The district provides access to Unify which helps aggregate data targeted for specific students. This data is discussed weekly at the school's Leadership Team meeting. Students are tracked to determine improvements. If no improvement, parent contact is made to schedule a meeting with the Guidance Counselor and Social Worker and if needed, Administration.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	29	21	24	21	10	0	0	0	0	0	0	0	131
One or more suspensions	12	3	6	14	11	9	0	0	0	0	0	0	0	55
Course failure in ELA or Math	13	18	20	14	9	12	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	57	33	25	0	0	0	0	0	0	0	115
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	21	40	30	59	35	40	0	0	0	0	0	0	0	225

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

- Weekly monitoring to determine if issue is improving or getting worse
- iii is organized to maximize the amount of groups, keeping the numbers of students in each group 6 or less
- Synergy team meets weekly to continually monitor students in need
- Title I Paraprofessionals progress monitor weekly using a systematic approach
- Title I Paraprofessionals are allotted planning time to effectively deliver instruction based on student feedback
- Attendance incentives will be offered quarterly to include no tardies or early checkouts.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322296>.

2. Description

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

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

Community partnerships are continually invited to participate in school events that take place during non-student contact time. Parents are invited to attend and become members of the SAC at the beginning of each year and kept up to date regarding school decision making. Meetings are held with individual partners to help benefit the school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Biela, Charlotte	Principal
Epps, Tonya	Instructional Coach
Hughes, Jolene	Administrative Support
Manning, Donald	Assistant Principal
Smith, Joel	Dean

b. Duties

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

Charlotte Biela, Principal - provides leadership, input and overall guidance to the group.
Donald Manning, Assistant Principal - provides overall input (academic and behavioral) and ensures the meeting is streamlined. Ensures the PMP is being adhered to, followed and monitored.
Patricia Hamilton, Guidance Counselor – Parent Liaison regarding status of PMP, testing, etc.
Facilitates the meeting with the Principal or Assistant Principal. Also offers insight towards emotional well-being of students.
Anushka Joseph, School Psychologist – Data interpretation, facilitator (when needed), conducts formal and informal student observations, conducts testing.
Emily Giovanelli, Social Worker – provides input on outside factors that may impact student learning

and behavior.

Joel Smith, Dean – facilitates behavior PMPs and SATs, offers insight to child behaviors, recommends behavioral interventions; monitors programs in place for behavior cases.

Annie Howie, Behavior Specialist – reports test results and offers behavioral interventions.

Classroom teachers – writes the PMP, meets with the Assistant Principal & Principal, provides interventions, reports intervention progress.

Tonya Epps, Reading Coach - provides input on instructional strategies.

Keana Frey, Math Coach- Provides input on Math instructional strategies.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The core team meets on a regular basis to discuss school-wide concerns and to develop a focus based on data. After each school wide assessment, the team meets to discuss trends and possible actions needed. On a quarterly basis the team meets with each classroom teacher to monitor the intervention response of each student. Students are appropriately placed in necessary interventions based on data and to make further recommendations. The team may also be called to meet as situations arise regarding placement of new students and severe behavior issues. Monthly, one or more members of the team meet with grade levels to share grade level data and to discuss student data.

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine “Is it working?”

Title I, Part A

Wyomina Park Elementary has several programs that coordinate with other state and federal dollars available and integrate federal and state programs so that the school can meet state and NCLB requirements.

Specifically:

Title I Part A - Provides funding for additional paraprofessionals needed to work with at-risk students as well as staff development and parent involvement.

Title I, Part C- Migrant

Title I – Part C – Migrant Program: District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families who meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II – Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs and technology in classrooms which will increase the instructional strategies

provided to students and in addition, for instructional software that will enhance literacy and math skills of struggling students and early childhood students

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social

services referrals....) for student identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Dropout prevention and academic intervention are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to prevent students from being left behind. Supplemental instruction strategies may include, but are not limited to modified curriculum, intensified reading instruction, after school instruction, tutoring, mentoring, class size reduction, and extended school year intensive skills development during summer school.

District receives funds for programs such as Red Ribbon Week and Bullying Prevention that support prevention of violence in and around the school and that prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement.

Florida Department of Agriculture and Consumer Services offers a grant to schools in the State of Florida. There is an application process to determine eligibility. Through the statewide application process for The Fresh Fruit and Vegetable Program only the schools with the highest Free/Reduced percentages were chosen. For the 2012-2013 school year Wyomina Park Elementary is one of two hundred and thirty schools statewide to be chosen and one of only six schools in Marion County.

Pre-Kindergarten program offered at selected school sites and State funded Pre-K program offered at select school during the school year and summer.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Charlotte Biela	Principal
Toby Doerffel	Parent
Kristi Barberie	Teacher
Mary Baptiste	Parent
Ingrid Madriz	Parent
Markeshia Harper	Parent
Emily Chevalier	Parent
Devon Finch	Parent
Charlene Hunt	Parent
Cynthia Doramus	Teacher
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Goals will be continued through the 2016-2017 SY. An added component will involve planning more accurately and better aligned with the standards. Data from state results indicate improvement needed in all areas tested.

b. Development of this school improvement plan

School data was shared with the SAC and a review of the current plan was done. SAC members provided input on areas that needed to be targeted in the 2016-2017 plan. Principal and Assistant Principal addressed areas of concern brought up by the members and a plan was discussed to address the areas that data indicated we needed to address.

c. Preparation of the school's annual budget and plan

Leadership team met in the Spring of 2016 to determine programs to continue and programs to eliminate. Several new activities and expenditures were discussed and written into the plan.

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

School Improvement Funds do not exist for SY 2016-2017

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

No

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

The teachers who plan to serve on SAC have been voted in and are in place. Parents and the community are being invited to attend the second meeting of the year scheduled in November using a variety of methods (flyers, Skylert, Twitter, Peachjar, newsletters, website, etc.).

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Biela, Charlotte	Principal
Epps, Tonya	Instructional Coach
Manning, Donald	Assistant Principal
Smith, Joel	Dean
Hamilton, Patricia	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will work on providing support to our teachers during their reading instruction in K-5 through the use of Title I Paraprofessionals. We will work with our LLT to increase reading fluency and vocabulary in our students and promote literacy school wide.

The team meets monthly to discuss the academic progress of our students. The team reviews data from a variety of sources to help teachers determine which students needed specific enrichment or support.

D. Public and Collaborative Teaching

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

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

The 2016-2017 master schedule was revised to provide teachers time to meet as grade levels weekly for planning, understanding standards, and analyzing data to make instructional decisions with the greatest impact for each student. Faculty meetings will be utilized to provide quality professional development, examine highly effective teaching strategies, and align them with the teacher evaluation rubric. Teachers will also analyze school wide data during their faculty meetings to continue the mission of Wyomina Park Elementary.

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

The Principal and Assistant Principal recruit current employees who have completed education programs and exhibit the desired qualities, post positions on district on-line Job Board, and partner new teachers with veteran staff.

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

Beginning teachers are paired with an experienced teacher who has successfully attended clinical educator training as a mentor for their first year. These partnerships are made with teachers in their grade level or ones with experience in the beginning teacher's grade level. Logs are kept to ensure the beginning teacher is supported at the school level. The district also has a program developed to support and train the beginning teacher through regular professional development both face to face and online, as well as support with both the mentor and the new teacher.

Weekly grade level teams meet to discuss issues and concerns facing the grade level. They share ideas for lesson planning and best practices. Throughout the school year grade level teams meet for targeted staff development days and support each other in meeting the needs of the students in their classroom. During classroom observations by the school administrators, teachers who are struggling with instructional practices are paired with a teacher who has demonstrated the ability to meet student needs. Additional classroom observations are made with follow up meetings with either the principal or assistant principal to discuss the instructional practices and whether or not improvement is being made.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Instructional materials are decided by the state and the district uses teams of teachers and administrators to review materials using a rubric to decide the materials to be purchased. Professional development in the form of collaborative teams is offered for teachers to review, plan, and reflect on the standards within teaching Units, and lessons.

b. Instructional Strategies

1. 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.

The Principal and Assistant Principal meet monthly with each grade level. This time is reserved to discuss student data, understand what students need to know and be able to do. It is a time to develop strategies for effective instruction as well as reflect on lessons taught. Our teachers and paraprofessionals focus on small group differentiated instruction to ensure individual needs are being met. Students in Tier 2 or Tier 3 are instructed utilizing research based district required programs to ensure they are remediated back to grade level.

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

Strategy: Extended School Day

Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

STAGGER START is a district initiative to assist students in transitioning into local elementary schools. Six (6) students per day attend school the first four days giving staff the opportunity to administer assessments, to develop one-on-one relationships with students and to eliminate anxiety is the primary focus of STAGGER START. FLKRS are tools used to determine readiness needs. Florida's Voluntary Pre-K, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.

b. College and Career Readiness

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

College and Career Readiness: Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications
- Content rich instruction.

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

STEM

4. 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.

Wyomina Park Elementary School is a pre-k thru 5th grade school.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers use high effect strategies to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement.
- G2.** Through effective leadership and collaborative teaching, teachers will engage in professional development that will clearly define differentiated instruction so that teachers can effectively implement differentiated instruction on a daily basis.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers use high effect strategies to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement. 1a

G084135

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	35.0
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Unit planning is being utilized based on the district training, but the teachers still are unfamiliar with this type of planning for instruction. If teachers use high effect strategies to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement.
- Florida Standards are now incorporated in our Reading and Math instruction. This is still new to the teachers and expectations have not been clearly identified.
- Students who are non-proficient in Math need additional time to master basic math skills and apply them in problem solving.
- 45% of the staff is within their first three years of teaching at Wyomina Park Elementary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- There are lead teachers who support initial instruction through attending district lead trainings then facilitate collaborative meetings with teachers in that subject area. There are district developed Moodle trainings on a variety of subjects to support Tier 1 instruction. Book studies are also available related to high effect strategies to support instruction with a focus on increasing achievement.

Plan to Monitor Progress Toward G1. 8

The data will vary depending on the intervention program used. Students are screened and placed in interventions based on the district Intervention flowchart.

Person Responsible

Tonya Epps

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Assistant Principal and teacher will initial data collected.

Plan to Monitor Progress Toward G1. 8

The data from walkthroughs and observations will be collected and reviewed by Principal and Assistant Principal on a quarterly basis.

Person Responsible

Charlotte Biela

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

G2. Through effective leadership and collaborative teaching, teachers will engage in professional development that will clearly define differentiated instruction so that teachers can effectively implement differentiated instruction on a daily basis. 1a

G084136

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	62.0
FAA Writing Proficiency	66.0

Targeted Barriers to Achieving the Goal 3

- Teachers need PD on collaborative strategies and structures for the students to better work together in their classrooms. Many missed Day 1 of Kagan Training
- Behavior is a challenge for cooperative learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Day one of Kagan Cooperative Learning was offered in June 2016 for the upcoming school year. Day two of Kagan Cooperative Learning will be offered in June 2017 for the 17-18 school year. Kagan Materials (Cooperative Learning) All staff meetings will include a cooperative component to model collaborative learning. Early Release day training on Planning for Effective Units. Support and Coaching for Classroom Management

Plan to Monitor Progress Toward G2. 8

Classroom ODR data will be monitored as well as PBS currency usage for positive reinforcements. Feedback from the teachers will also be accepted as part of monitoring their classrooms. MTSS data (graphs) will also be monitored to ensure fidelity of the process for the most severe discipline challenges.

Person Responsible

Charlotte Biela

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

We will analyze: Skyward reports on ODRs, Performance Matters on the EWS, and MTSS data during Tier Talks.

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 use high effect strategies to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement. **1**

 **G084135**

G1.B1 Unit planning is being utilized based on the district training, but the teachers still are unfamiliar with this type of planning for instruction. If teachers use high effect strategies to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement. **2**

 **B223543**

G1.B1.S1 Provide training on Unit planning provided by the district **4**

 **S235871**

Strategy Rationale

If all involved are trained, Tier 1 instruction will improve through a deeper understanding of the standards and how to ensure mastery by all students through differentiation.

Action Step 1 **5**

Create a professional development plan to schedule differentiated training for the teachers taking place on early release days.

Person Responsible

Tonya Epps

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Teacher's plan books will note standards and strategies for mastery.

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

Principal, Assistant Principal and Reading coach will regularly monitor iii groups. Binders collecting student data will be turned in and reviewed by Reading Coach.

Person Responsible

Tonya Epps

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Data/attendance binders

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

Binders will be reviewed on a monthly basis to monitor student progress and determine if student requires additional intervention.

Person Responsible

Tonya Epps

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

The data collected on students will be kept in a chart for easy review.

G1.B2 Florida Standards are now incorporated in our Reading and Math instruction. This is still new to the teachers and expectations have not been clearly identified. 2

 B223544

G1.B2.S1 Provide support to Reading and Mathematics teachers through training and collaborative planning sessions for developing a deeper understanding of the Florida Standards. 4

 S235872

Strategy Rationale

A standards driven curriculum composed of intentionally planned units and lessons is essential to providing every student the opportunity to learn a core curriculum.

Action Step 1 5

We will provide staff development to Mathematics and Reading teachers during scheduled collaboration times.

Person Responsible

Charlotte Biela

Schedule

Monthly, from 8/1/2016 to 5/31/2017

Evidence of Completion

PLC collaboration agenda/notes

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

Observations in classrooms

Person Responsible

Charlotte Biela

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Trunorthlogic evaluation data

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

We will collect data on the number of teachers who attend school based staff development activities and collaborative meetings.

Person Responsible

Tonya Epps


Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Leadership meeting notes will reflect the review of the data on staff development activities.

G1.B3 Students who are non-proficient in Math need additional time to master basic math skills and apply them in problem solving. 2

 B223545

G1.B3.S1 Provide training in Number Talks and math fluency. 4

 S235873

Strategy Rationale

Students who are proficient in number fluency are better able to problem solve increasingly complex mathematical problems. Number talks will be taught daily, so the students will engage in math fluency more frequently.

Action Step 1 5

Provide PD in Number Talks and math fluency.

Person Responsible

Charlotte Biela

Schedule

Monthly, from 8/2/2016 to 5/31/2017

Evidence of Completion

Walk throughs, sign in sheets, collaborative meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Data collected from walk-throughs and observations, sign in sheets from PD collaboration

Person Responsible

Charlotte Biela

Schedule

Monthly, from 8/2/2016 to 5/31/2017

Evidence of Completion

Observations, sign in sheets, and data (fluency checks)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monthly PLC meetings will focus on questions and professional development.

Person Responsible

Charlotte Biela

Schedule

Monthly, from 7/31/2016 to 5/26/2017


Evidence of Completion

Data from walkthroughs and observations will show an increase in Effective and Highly Effective ratings compared to last year.

G1.B4 45% of the staff is within their first three years of teaching at Wyomina Park Elementary. 2

 B223546

G1.B4.S1 Provide mentor teachers, and support from the instructional coaches and dean. 4

 S235874

Strategy Rationale

Teachers need support in order to be successful during their first three years.

Action Step 1 5

Utilize the PDS and Math coach to provide intensive PD to the staff both during faculty meetings and Early Release days.

Person Responsible

Tonya Epps

Schedule

Monthly, from 8/2/2016 to 8/2/2017

Evidence of Completion

Sign in sheets, Classroom Observations

G2. Through effective leadership and collaborative teaching, teachers will engage in professional development that will clearly define differentiated instruction so that teachers can effectively implement differentiated instruction on a daily basis. **1**

 G084136

G2.B1 Teachers need PD on collaborative strategies and structures for the students to better work together in their classrooms. Many missed Day 1 of Kagan Training **2**

 B223547

G2.B1.S1 Ensure teachers get the Cooperative Learning book. Go over the structures for the teachers so they can implement them in their classrooms. Teachers will be taught how to differentiate instruction using strategic collaborative strategies. Model the effective way to utilize the cooperative learning structures during faculty meetings. **4**

 S235875

Strategy Rationale

When the teachers gain an understanding of how collaborative/collaboration strategies and structures work, they will be better able to implement them with fidelity and success in their classrooms

Action Step 1 **5**

Ensure all staff get Kagan Materials (Cooperative Learning) Coaching and support will be provided by the administration, PDS, Math Coach, and our Student Services Manager. All staff meetings will include a cooperative component to model collaborative learning. Early Release day training on Planning for Effective Units will be conducted by our PDS and Math Coach.

Person Responsible

Charlotte Biela

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Classroom Walk Through/ Sign in sheets/ Faculty meeting Agendas

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

Staff Development sign in sheets will be monitored. Classroom Walk Through Data will be monitored

Person Responsible

Charlotte Biela

Schedule

Monthly, from 1/9/2016 to 5/31/2017

Evidence of Completion

Sign In Sheets/MCIES evaluation data

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

Kagan Training will be offered again during the 16-17 school year. Sign in sheets will be collected. Observation data from frequent walk throughs as well as more formal observations will be collected and monitored through Trunorthlogic.

Person Responsible

Charlotte Biela

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

A copy of the scores for the quarterly Writing Assessments will be printed and kept in the Title 1 box.

G2.B2 Behavior is a challenge for cooperative learning 2

 B223548

G2.B2.S1 Provide teachers with coaching for classroom management. Utilize PBS as the school-wide behavior support. Provide training to all teachers on MTSS and classroom management. 4

 S235876

Strategy Rationale

Teachers who are effective at Classroom Management and understanding the MTSS system are better able to differentiate and use collaborative structures/strategies in their classrooms.

Action Step 1 5

The Student Services Manager will provide PD and ongoing coaching for classroom management for beginning teachers and other teachers as requested.

Person Responsible

Charlotte Biela

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Sign In sheets/ Anecdotal notes from classrooms, training agendas

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

The Assistant Principal will attend and assist with coaching teachers for classroom management implementation and PBS participation

Person Responsible

Charlotte Biela

Schedule

On 7/11/2016

Evidence of Completion

Sign in Sheets, Agendas, Observational Data

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

The Assistant Principal will attend and assist with coaching teachers for classroom management implementation and PBS participation

Person Responsible

Charlotte Biela

Schedule

On 7/11/2016

Evidence of Completion

Sign in Sheets, Agendas, Observational Data

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

The Assistant Principal will attend and assist with coaching teachers for classroom management implementation and PBS participation. The principal will monitor for fidelity.

Person Responsible

Charlotte Biela

Schedule

Weekly, from 8/1/2016 to 5/26/2017



Evidence of Completion

Sign in Sheets/ Agendas/ Anecdotal Notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.MA1 M309726	The Assistant Principal will attend and assist with coaching teachers for classroom management...	Biela, Charlotte	7/11/2016	Sign in Sheets, Agendas, Observational Data	7/11/2016 one-time
G2.B2.S1.MA1 M309727	The Assistant Principal will attend and assist with coaching teachers for classroom management...	Biela, Charlotte	7/11/2016	Sign in Sheets, Agendas, Observational Data	7/11/2016 one-time
G1.MA1 M309721	The data will vary depending on the intervention program used. Students are screened and placed in...	Epps, Tonya	8/1/2016	Assistant Principal and teacher will initial data collected.	5/26/2017 monthly
G1.MA2 M309722	The data from walkthroughs and observations will be collected and reviewed by Principal and...	Biela, Charlotte	8/15/2016		5/26/2017 quarterly
G2.MA1 M309728	Classroom ODR data will be monitored as well as PBS currency usage for positive reinforcements....	Biela, Charlotte	8/15/2016	We will analyze: Skyward reports on ODRs, Performance Matters on the EWS, and MTSS data during Tier Talks.	5/26/2017 quarterly
G1.B1.S1.MA1 M309715	Binders will be reviewed on a monthly basis to monitor student progress and determine if student...	Epps, Tonya	8/1/2016	The data collected on students will be kept in a chart for easy review.	5/26/2017 monthly
G1.B1.S1.MA1 M309716	Principal, Assistant Principal and Reading coach will regularly monitor iii groups. Binders...	Epps, Tonya	8/1/2016	Data/attendance binders	5/26/2017 weekly
G1.B2.S1.MA1 M309717	We will collect data on the number of teachers who attend school based staff development activities...	Epps, Tonya	8/1/2016	Leadership meeting notes will reflect the review of the data on staff development activities.	5/26/2017 monthly
G1.B2.S1.MA1 M309718	Observations in classrooms	Biela, Charlotte	8/1/2016	Trunorthlogic evaluation data	5/26/2017 monthly
G1.B3.S1.MA1 M309719	Monthly PLC meetings will focus on questions and professional development.	Biela, Charlotte	7/31/2016	Data from walkthroughs and observations will show an increase in Effective and Highly Effective ratings compared to last year.	5/26/2017 monthly
G2.B1.S1.MA1 M309723	Kagan Training will be offered again during the 16-17 school year. Sign in sheets will be...	Biela, Charlotte	8/9/2016	A copy of the scores for the quarterlyWriting Assessments will be printed and kept in the Title 1 box.	5/26/2017 monthly
G2.B1.S1.A1 A304221	Ensure all staff get Kagan Materials (Cooperative Learning) Coaching and support will be provided...	Biela, Charlotte	8/9/2016	Classroom Walk Through/ Sign in sheets/ Faculty meeting Agendas	5/26/2017 monthly
G2.B2.S1.MA1 M309725	The Assistant Principal will attend and assist with coaching teachers for classroom management...	Biela, Charlotte	8/1/2016	Sign in Sheets/ Agendas/ Anecdotal Notes	5/26/2017 weekly
G1.B1.S1.A1 A304217	Create a professional development plan to schedule differentiated training for...	Epps, Tonya	8/1/2016	Teacher's plan books will note standards and strategies for mastery.	5/31/2017 quarterly
G1.B2.S1.A1 A304218	We will provide staff development to Mathematics and Reading teachers during scheduled...	Biela, Charlotte	8/1/2016	PLC collaboration agenda/notes	5/31/2017 monthly
G1.B3.S1.MA1 M309720	Data collected from walk-throughs and observations, sign in sheets from PD collaboration	Biela, Charlotte	8/2/2016	Observations, sign in sheets, and data (fluency checks)	5/31/2017 monthly
G1.B3.S1.A1 A304219	Provide PD in Number Talks and math fluency.	Biela, Charlotte	8/2/2016	Walk throughs, sign in sheets, collaborative meetings	5/31/2017 monthly
G2.B1.S1.MA1 M309724	Staff Development sign in sheets will be monitored. Classroom Walk Through Data will be monitored	Biela, Charlotte	1/9/2016	Sign In Sheets/MCIES evaluation data	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1  A304222	The Student Services Manager will provide PD and ongoing coaching for classroom management for...	Biela, Charlotte	8/9/2016	Sign In sheets/ Anecdotal notes from classrooms, training agendas	5/31/2017 biweekly
G1.B4.S1.A1  A304220	Utilize the PDS and Math coach to provide intensive PD to the staff both...	Epps, Tonya	8/2/2016	Sign in sheets, Classroom Observations	8/2/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers use high effect strategies to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement.

G1.B1 Unit planning is being utilized based on the district training, but the teachers still are unfamiliar with this type of planning for instruction. If teachers use high effect strategies to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement.

G1.B1.S1 Provide training on Unit planning provided by the district

PD Opportunity 1

Create a professional development plan to schedule differentiated training for the teachers taking place on early release days.

Facilitator

Tonya Epps

Participants

Teachers and paraprofessionals assigned to specific groups of students in grades K-5.

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

G1.B2 Florida Standards are now incorporated in our Reading and Math instruction. This is still new to the teachers and expectations have not been clearly identified.

G1.B2.S1 Provide support to Reading and Mathematics teachers through training and collaborative planning sessions for developing a deeper understanding of the Florida Standards.

PD Opportunity 1

We will provide staff development to Mathematics and Reading teachers during scheduled collaboration times.

Facilitator

Charlotte Biela/Donald Manning/Tonya Epps/Keana Frey

Participants

Teachers

Schedule

Monthly, from 8/1/2016 to 5/31/2017

G1.B3 Students who are non-proficient in Math need additional time to master basic math skills and apply them in problem solving.

G1.B3.S1 Provide training in Number Talks and math fluency.

PD Opportunity 1

Provide PD in Number Talks and math fluency.

Facilitator

Donald Manning and Keana Frey

Participants

Teachers

Schedule

Monthly, from 8/2/2016 to 5/31/2017

G1.B4 45% of the staff is within their first three years of teaching at Wyomina Park Elementary.

G1.B4.S1 Provide mentor teachers, and support from the instructional coaches and dean.

PD Opportunity 1

Utilize the PDS and Math coach to provide intensive PD to the staff both during faculty meetings and Early Release days.

Facilitator

Tonya Epps/Keana Frey/Joel Smith

Participants

Rookie Teachers

Schedule

Monthly, from 8/2/2016 to 8/2/2017

G2. Through effective leadership and collaborative teaching, teachers will engage in professional development that will clearly define differentiated instruction so that teachers can effectively implement differentiated instruction on a daily basis.

G2.B1 Teachers need PD on collaborative strategies and structures for the students to better work together in their classrooms. Many missed Day 1 of Kagan Training

G2.B1.S1 Ensure teachers get the Cooperative Learning book. Go over the structures for the teachers so they can implement them in their classrooms. Teachers will be taught how to differentiate instruction using strategic collaborative strategies. Model the effective way to utilize the cooperative learning structures during faculty meetings.

PD Opportunity 1

Ensure all staff get Kagan Materials (Cooperative Learning) Coaching and support will be provided by the administration, PDS, Math Coach, and our Student Services Manager. All staff meetings will include a cooperative component to model collaborative learning. Early Release day training on Planning for Effective Units will be conducted by our PDS and Math Coach.

Facilitator

Math Coach/PDS/Administration

Participants

All Instructional

Schedule

Monthly, from 8/9/2016 to 5/26/2017

G2.B2 Behavior is a challenge for cooperative learning

G2.B2.S1 Provide teachers with coaching for classroom management. Utilize PBS as the school-wide behavior support. Provide training to all teachers on MTSS and classroom management.

PD Opportunity 1

The Student Services Manager will provide PD and ongoing coaching for classroom management for beginning teachers and other teachers as requested.

Facilitator

Student Services Manager (Joel Smith)

Participants

Beginning Teachers

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create a professional development plan to schedule differentiated training for the teachers taking place on early release days.				\$119,848.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0431 - Wyomina Park Elementary School	Title I, Part A		\$113,263.00
			Notes: Paraprofessionals			
	5100	510-Supplies	0431 - Wyomina Park Elementary School	Title I, Part A		\$4,290.00
			Notes: Scholastic News (differentiated instruction)			
	5100	360-Rentals	0431 - Wyomina Park Elementary School	Title I, Part A		\$2,295.00
			Notes: Brain Pop			
2	G1.B2.S1.A1	We will provide staff development to Mathematics and Reading teachers during scheduled collaboration times.				\$9,155.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0431 - Wyomina Park Elementary School	Title I, Part A		\$2,693.00
			Notes: Stipends for Kagan Training			
	6400	310-Professional and Technical Services	0431 - Wyomina Park Elementary School	Title I, Part A		\$5,000.00
			Notes: Kagan Consultant			
	6400	510-Supplies	0431 - Wyomina Park Elementary School	Title I, Part A		\$1,462.00
			Notes: Kagan Supplies			
3	G1.B3.S1.A1	Provide PD in Number Talks and math fluency.				\$0.00
4	G1.B4.S1.A1	Utilize the PDS and Math coach to provide intensive PD to the staff both during faculty meetings and Early Release days.				\$0.00
5	G2.B1.S1.A1	Ensure all staff get Kagan Materials (Cooperative Learning) Coaching and support will be provided by the administration, PDS, Math Coach, and our Student Services Manager. All staff meetings will include a cooperative component to model collaborative learning. Early Release day training on Planning for Effective Units will be conducted by our PDS and Math Coach.				\$3,342.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	640-Furniture, Fixtures and Equipment	0431 - Wyomina Park Elementary School			\$3,342.00

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			<i>Notes: Document Cameras, projectors</i>			
6	G2.B2.S1.A1	The Student Services Manager will provide PD and ongoing coaching for classroom management for beginning teachers and other teachers as requested.				\$10,304.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	390-Other Purchased Services	0431 - Wyomina Park Elementary School	Title I, Part A		\$7,725.00
			<i>Notes: Salaries, food, materials</i>			
	6150	390-Other Purchased Services	0431 - Wyomina Park Elementary School	Title I, Part A		\$2,579.00
			<i>Notes: Student, parent compacts/student planners</i>			
					Total:	\$142,649.00