Duval County Public Schools

Chaffee Trail Elementary

2016-17 Schoolwide Improvement Plan

Chaffee Trail Elementary

11400 SAM CARUSO WAY, Jacksonville, FL 32221

http://www.duvalschools.org/chaffeetrail

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	No	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Chaffee Trail Elementary

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.

Chaffee Trail Elementary will engage all students in meaningful work; empower them to become responsible for their own learning, so that they excel as productive citizens.

Providing educational excellence is reflected in every classroom, for every students, everyday.

b. Provide the school's vision statement.

Chaffee Trail Elementary will provide the basis for all students to become life long learners and well rounded citizens.

At Chaffee Trail every student is inspired and prepared for success or a career and life.

2. School Environment

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

Chaffee Trail learns about their students through teacher/student conferencing and interaction on a daily basis. Chaffee Trail provides opportunities for students from different cultural backgrounds in better to understand differences such as "Mixed-Up Lunch" where students from the Supported Level Academics classrooms spend part of the day in the general education classrooms, including lunch. Teachers build relationships with students by sponsoring various afterschool clubs (Walk/Run Club, GRRR Club - Reuse, Recycle, Early Act - Rotary of West Jacksonville). We also build relationships with our students and community through extracurricular activities(Fall Festival, Polar Express Night, Literacy Night, Science Night, poss-ABILITIES Night - ESE Parent/Teacher informational/take away event). Teachers also learn more about their students through goal setting process and student led conferences with parents and school team.

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

Chaffee Trail has protocols and procedures in place to create a safe environment. The Foundations team provides guidance and support in the case of an emergency. Frequently practiced drills (fire, weather, evacuation) throughout the school year and data analysis of common areas.

Rituals and routines have been established by each teacher. The assistant principal has reviewed school safety and the Code of Student Conduct with staff and students. Faculty and staff are vigilant in keeping ears and eyes open for possible warning signs throughout the school day. Front office staff is aware and enforce policy and procedure with visitors.

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.

It is imperative that teachers maintain discipline in their classroom. Every teacher must contribute to the overall school atmosphere by taking action in situations that require disciplinary measures. Level I

and some Level II offenses should be handled at the classroom level. Rituals and routines must be established and implemented in and out of the classroom. Keep in mind that classroom management begins the first day of school. Being proactive is more effective than being reactive. It has been proven that classroom management and professionalism reflect directly on students' approach to school and their ultimate success. Each teacher is responsible for becoming familiar with the Code of Conduct. It is the responsibility of the teacher to be aware of changes to the Code of Conduct.

Positive Recognitions

Guidelines for Success: Welcoming
Accountable individuals
Notably dedicated
To Empower
Engage and Excel
Daily

Positive Praise: Students receive positive statements from staff members for making wise choices and choosing to follow school/classroom rules.
Positive Calls and Notes Home: From time to time, staff members write, call or e-mail parents a good deed or significant improvement.
Hallway Points: Classrooms will be rewarded for having the most points by sitting and reading quietly in the hallway during morning arrival.
Cafeteria Points: Classrooms will be rewarded for having the most points by showing exemplary behavior while in the cafeteria.
Positive Referrals: Students may earn a Positive Referral for following directions or showing an act of kindness by any faculty or staff in the building. He/she will then be recognized on the morning announcements.
Student of the Month: Students are recognized by their teacher for displaying the character trait of the month. The student is recognized on the morning announcements along with a picture in the main office.
Classroom Recognition: Teachers reward class on how many compliments they receive from staff other than the teacher. Once the class has reached the goal, teacher provides a group reward to the students.
Bus Reward: The bus with the highest number of thumbs up (positive behavior and following bus rules) given by the bus driver receives a sweet treat at the end of the week.
Poor Choice Consequences
There is a three-step procedure classroom teachers will use when dealing with the discipline of their students:

1. With a student's first significantly inappropriate behavior, the classroom teacher will hold the student accountable for their choice and help them to develop a plan to improve their behavior. No documentation required but parents should be informed (agenda, phone call) and may warrant a consequence, if deemed appropriate by the teacher.

2. With the student's second significantly inappropriate behavior, the classroom teacher will follow the procedures outlined above, but will fill out a Classroom Behavior Form. These behaviors will normally invoke a consequence. A copy will be sent home with the child and a copy will be provided to administration. Contact the student's parents about the incident. This must be documented on the parent contact log.

3. With the student's third significantly inappropriate behavior, the classroom teacher will send the student to administration with the appropriate referral form. The teacher is responsible for contacting the parent and documenting the conversation. Administration will also contact the parents after the

classroom teachers make the initial contact.

When inappropriate behavior takes place outside of the classroom and is dealt with by another staff member, the classroom teacher needs to be notified. However, the staff member who observed the misbehavior is responsible for filling out the disciplinary form.
Students are not to be sent to the office for disciplinary reasons until after these procedures have been followed. The only exceptions are for violent or extremely unsafe behavior. In these cases, students should be sent directly to administration with a major referral.

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.

Chaffee Trail has an ESE Lead and 3 Varying Exceptionalities teachers to assist with students who have been identified with having social-emotional needs. The school's Guidance Counselor provides assistance and support with students who may not be identified but are in need of counseling services.

3. 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).

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

Attendance below 90% - 128 a students
One or more suspensions - 4
Course failure in ELA or Math - 13
Level 1 on statewide assessment - 141
students who have 2 or more of the warning indicators- 43

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	23	28	20	20	21	16	0	0	0	0	0	0	0	128
One or more suspensions	1	1	1	0	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	4	6	3	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	39	56	46	0	0	0	0	0	0	0	141

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	0	0	1	15	16	11	0	0	0	0	0	0	0	43

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

AIT team- who meet with parents to strategize ways to improve attendance and together agree upon an attendance contract. Team members check in with students periodically to encourage and reward

their meeting the agreed upon contract.

Rti- monthly meetings for teachers to attend for support. Reading interventionist who works with students two or more years below average in reading. We have volunteers and Paraprofessionals who work one on one with students using Barton's multi-sensory learning program. Teachers provide rti support in class and before and after school tutoring.

Students with two or more indicators are assigned a mentor. Mentors check in with students bi-quickly to encourage and support their success.

B. Family and Community Engagement

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).

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. § 6314(b)(1)(F).

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

No

1. PIP Link

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

2. Description

Chaffee Trail utilizes the parent link call out system, Focus email system, and student agenda's to provide a two way communication for all stakeholders. This allows parents to be active in their students academic day. We host parent events on a monthly basis inviting parents and community in to our school to empower them in their child's academic journey. Our PTA is present for all informational night providing an additional source of support for our stakeholders. It is our hope that we can increase the percentage of parental involvement in the school from 20% to 25%.

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.

Communicating with local businesses through phone calls, face to face visits, or written requests. Inviting business owners and other community members to special events throughout the school year. Encouraging their participation in serving on our S.A.C.team and PTA providing valuable feedback and suggestions on direction of school. Including all business and spiritual community partners in quarterly CTE newsletter.

C. 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).

1. School Leadership Team

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

Name	Title
Doyle, Casie	Principal
Wright, Marquita	Assistant Principal
Sherman, Katherine	School Counselor
Slawson, Shauna	Other
Stuckey, Terry	Instructional Coach

b. Duties

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

Principal: Review school wide student performance data through monthly meetings, monitor implementation of three tired interventions and student data, identify further professional needs,

Assistant Principals:Review school wide student performance data through monthly meetings, monitor implementation of three tired interventions and student data, identify further professional needs,

School Counselor: provide presentations to school faculty on MTSS process, attend district trainings, monitor implementation of three tired interventions and student data,

Standards Coach: grade level meetings with data chats and monitor implementation of three tired interventions and student data, identify further professional needs

ESE Lead: monitor implementation of three tired interventions and student data, identify further professional needs,

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 Leadership uses various forms of diagnostic data to provide the best learning environment in which to support the needs for each student. Conducting monthly data chats with classroom and support teachers to ensure student achievement.
The Leadership team met with SAC to discuss the school's mission and vision with the focus on the four pillars which are engagement, rigor, ownership, and demonstrating understanding. In turn, SAC informed the Leadership Team what they would like to achieve in terms of the school improvement for 2016-2017.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Christi Oca	Parent
Casie Doyle	Principal
Julie Horton	Business/Community
Jessica Singleton	Teacher
Rachel Pitts	Parent
Michelle Petty	Parent
Marquita Wright	Education Support Employee
Robyn Tillery	Business/Community
	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

The school improvement goals were reviewed during each SAC meeting. SAC continuously provided feedback on ways that school could ensure the success of every student. The SAC committee advised the principal on various school/surrounding neighborhood improvement needs throughout the year. Providing ideas for consideration when planning for community events that will enhance student achievement and foster community relations.

b. Development of this school improvement plan

SAC will participate in the development of educational priorities, assessment of the school's needs and identification of local resources. SAC will continue to be kept abreast of student data at each monthly meeting and provide input and direction when and where applicable. SAC also assists in the preparation and evaluation of the School Improvement Plan, the school budget and the Mid Year Stakeholder's assessment.

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

District allocated budget was based on student enrollment (spring count). There were no decisions to be made.

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

School Improvement funds were used as incentives for students reaching their reading/math/science goals. . In addition funds will be utilized to assist in purchasing academic support for struggling students.

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

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

N/A

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
Stuckey, Terry	Instructional Coach
Doyle, Casie	Principal
Wright, Marquita	Assistant Principal
Sherman, Katherine	School Counselor
Slawson, Shauna	Other

b. Duties

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

Our major initiative will be to have 70% of our students in 3rd-5th grade achieve mastery on the 2017 Reading FSA. We will support, monitor, and promote iReady usage school wide goal(45 minutes weekly at 70% proficiency) and Chaffee Trails annual book goal of 110,000 books.
We will also focus our efforts on identifying and monitoring the bottom 25% of readers in order to increase achievement. We will do this through the following strategies:
1. Increase practice with Informational Text
2. Plan professional development focused on the District's Instructional Goals
3. Refinement of data driven lesson planning for small group instruction
4. Lesson rounding PD
5. Analysis of student work using the Student Work Protocols
6. Strategically plan tutor groups and pull out supports (Barton, LLI, FCCR, Iready lessons, etc.) with all supprt staff including (para's, office staff, admin team, ve teachers, Instructional Reading Coach, Reading Interventionist and parental volunteers.

D. 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).

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

Teachers engage in weekly collaborative planning with Principal, Coach, and district specialist when applicable. In addition, quarterly professional development will be provided for the first half of the year. Lateral discussions amongst grade levels will also be occurring. During this time, teachers will discuss the expectations for small group data driven instruction and informal on-going assessments.

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

Provide mentors for all new faculty. Monthly "new teacher" meetings are held and teachers are provided a questions and answer time with the Professional Development Facilitators. Provide additional professional development time for new teachers to observe and collaborate with their mentor teacher. Principal initiates quarterly check-in conversations with new teachers. Leadership team supplies feed back for teachers using Focus Walk Instruments and CAST.

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

All new teachers are assigned a mentor who they meet with on a weekly basis. New teachers meet together monthly with the Professional Development Facilitator to discuss upcoming initiatives or any problems they may have. Grade level teachers utilize common planning time for instructional planning and quarterly Professional Development with the Instructional Coach.

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.

Through the use of the District Curriculum Guide our teachers' core instructional programs and materials are aligned to Florida's standards. In addition, our teachers are cross referencing to make sure that lesson plans, quick checks, and assessments they create are aligned to the state item specs. Teachers are working closely with the Instructional Coach to ensure the highest level of rigor is met for each child.
District specialist are working in conjunction with our Instructional Coach to promote best practices and alignment with Florida standards.

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.

Curriculum Guide Assessments, PMA's, I-Ready Diagnostics, and weekly I-Ready data, Achieve 3000 and teacher created quizzes and assessments are monitored throughout the year to drive instruction, create differentiated groups and assignments, assist with center group developments, and RtI. LLi, Saxon phonics, Bartons, virtual reading coach, are a few of the programs implemented to assist struggling readers.

For example, center groups are created based on students individual needs. The centers will support both struggling and high achieving students. During centers, teachers will meet with RtI groups.The expectation for the school is that differentiation will be embedded into every teacher's lesson plans. This differentiation is a reflection of student data.

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: 40

Students enrolled in Extended Day will be afforded tutoring in reading, math and science. They will utilize technology programs including Reflex, Penda Learning, iReady, and Achieve 3000.

Strategy Rationale

The programs are the current computer-based programs used in the district.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sherman, Katherine, shermank@duvalschools.org

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

Teachers can print reports from the online programs that will show how students are progressing towards their individual goal.

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. § 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.

Collaborate with neighborhood pre-k centers to organize field trips to visit the school prior to the enrolling kindergarten year. The staff, pre-k students, and parents are given a tour of the school where they can see kindergarten classrooms, common areas, and ask questions regarding the upcoming school year.

Pre-k/Kindergarten Orientation at the school prior to the opening of the school where incoming Kindergarten students and their parent can meet with the teacher and see their classroom.

Provide FLKRS assessment and Reading and Math I-Ready analysis for parents.

PTA provides support for parents new to Duval County School system. Providing additional information on Common Core and strategies aiding Kindergarten parents.

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.

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

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

> *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.*

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.

Immediate Needs: k-2 daily phonics program, increased reading stamina, basic keyboarding skills development, computer based assessment practice, vocabulary expansion, increased opportunities to write siting evidence, 3rd grade focus on craft and structure, increase emphasis on craft and structure, focus on increased number sense awareness in k-2, explicit instruction on algebraic thinking for 4th grader and fractions for 5th graders, a school wide emphases on the nature of science.

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"Â? 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.

root causes of deficit areas: lack of clear understanding of standards based item specs and limits, teacher content knowledge and or confidence in knowledge, lack of a district wide phonics program in previous years, fidelity to daily science curriculum in grades K-2. resources for tier 3 math and reading students.

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If students in K-2 are engaged in phonics lessons daily then student reading achievement will increase.

G2.   If classrooms are focused on developing the whole child and with that focus increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then student achievement will increase.

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 students in K-2 are engaged in phonics lessons daily then student reading achievement will increase.
1a

🔑 G086388

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Teacher familiarity with new phonics curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Saxon Phonics k-2 materials

- Saxon phonics pd support

Plan to Monitor Progress Toward G1. 8

iready reading diagnostics, teachers running records, center exit slips, mid year reading scrimmage.

Person Responsible
Casie Doyle

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion
iready data reports, profile reports of student needs

G2. If classrooms are focused on developing the whole child and with that focus increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then student achievement will increase.

1a

🔍 G086389

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
ELA/Reading Gains	75.0
FSA Mathematics Achievement	75.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	75.0
2+ Behavior Referrals	0.0

Targeted Barriers to Achieving the Goal 3

- Time: Time to complete the outlined curriculum by the State Assessment. Time for in-depth professional development.

- Prerequisites: Teacher knowledge and ability to form data driven groups that are fluid and plan for differentiated instruction.

- Professional Development: Lack of resources for content specific professional development.

- consistent goal setting resources for teachers

- on- going support for data review with teachers in order for them to support students goal setting

- common goal by grade level for all blended learning resources

- teacher calibration defining rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Specialist and Instructional Coach Training and Support

- iReady and Achieve Training and Support

- RTI

- Lesson plan Pg 2 small group rotations

- Curriculum guides

- iReady Math

- penda learning

- Reflex math

- LLI

- Saxon Phonics

- goal setting worksheets

- diagnostic data chats quarterly

- Set grade level goals -iready placement table review –range from 363-454 – mid year reading k420, 1st 475, 2nd 525, 3rd grade 550 achieve 520 4th grade 740 achieve and 5th grade

achieve 830, math k 410, 1st 450, 2nd 475, 3rd 490, 4th 500, 5th 510. Mustang Round up Rally – power point at mid year to celebrate students who have already met their goal or well on their way to meeting the end of year goal

- equip protocol

- Kagan and other activities- systems school wide

Plan to Monitor Progress Toward G2. [8]

Module Assessments, Teacher Assessments, Data Chats, Collaborative planning, Blended Learning assessments, end of year results, reflex math, exit tickets, teacher made formative assessments

Person Responsible
Casie Doyle

Schedule
Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion
State Assessment Data, End Of Year Grades, Formative and Summative assessments

Plan to Monitor Progress Toward G2. [8]

We will monitor progress using iReady mid-year assessments, iReady Performance Monitoring assessments ,Achieve 3000 Level Sets, teacher running records, Science scrimmages, and District mid-year assessments.

Person Responsible
Casie Doyle

Schedule
Every 3 Weeks, from 8/29/2016 to 6/2/2017

Evidence of Completion
iReady and Achieve reports, running records, teacher data notebooks, performance matters

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 students in K-2 are engaged in phonics lessons daily then student reading achievement will increase. 1

🔑 G086388

G1.B1 Teacher familiarity with new phonics curriculum 2

🔑 B229564

G1.B1.S1 Multiple Summer session unpacking Saxon. Allowing for uninterrupted time in their materials reviewing the many facets of this program. 4

🔑 S242186

Strategy Rationale

To make sure teacher are familiar with the program and understand how all components fit.

Action Step 1 5

Provide for multiple summer opportunities to Unpack Saxon materials with the support of the Reading instructional Coach.

Person Responsible

Terry Stuckey

Schedule

Weekly, from 7/11/2016 to 8/1/2016

Evidence of Completion

Material broken down in their bins and ready for day 1 of school.

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

Classroom observations, Daily lesson plans, CLC conversations, student work displayed.

Person Responsible

Casie Doyle

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

CLC agenda's minutes, lesson plans, observation logs

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

Review of teacher assessments, exit slips, Saxon work, iReady assessments, center activities

Person Responsible

Casie Doyle

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student increase scores and profile levels on iReady Reading, guided reading lexile movement, module reading assessments increased proficicency

G2. If classrooms are focused on developing the whole child and with that focus increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then student achievement will increase. `1`

🔑 G086389

G2.B1 Time: Time to complete the outlined curriculum by the State Assessment. Time for in-depth professional development. `2`

🔑 B229565

G2.B1.S1 Work with content specialist to combine lessons in an effort to meet FSA assessment deadline while ensuring we cover all item specs and state standard. Utilize common planing time to develop understanding of which data can be used to form small groups with differentiated activities that are priority to learning. `4`

🔑 S242187

Strategy Rationale

to devote much needed time for teachers to analyze and consider how they can combine lessons to meet FSA time constraints.
Devoted time to professional development specific to
differentiated instruction that is data driven.

Action Step 1 `5`

Common Planning scheduled weekly for content pd

Person Responsible

Casie Doyle

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Meeting Agenda's, minutes, and activities

Action Step 2 5

quarterly half day trainings for more in depth planning of lessons and small group instruction that is data driven

Person Responsible

Casie Doyle

Schedule

Quarterly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Agendas, meeting minutes, lesson plans and activities

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

Principal will include reminders and tips in weekly memo
Principal and AP will attend meetings
Principal and AP will observe classroom lessons for data driven small groups
Principal mill monitor FOCUS lesson plans
School will set up quarterly mini instructional review with neighboring schools and district specilaist.

Person Responsible

Casie Doyle

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

observation notes, observation logs, lesson plans on Focus, pd agenda's and minutes

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

Performance Matters, CAST Warehouse, Iready and Achieve Data, Pearson Reports, FLDOE

Person Responsible

Marquita Wright

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Performance matters- FSA proficiency, FCAT proficiency, iready and achieve proficiency reports

G2.B2 Prerequisites: Teacher knowledge and ability to form data driven groups that are fluid and plan for differentiated instruction. `2`

🔑 B229566

G2.B2.S1 Teachers collaborating with colleagues and administration during PLCs to look over data to gauge what groups students will be placed in during small group instruction. Professional development provided by blended learning partners demonstrating how groups can be created and sub-skill lessons implemented using the data gathered from iReady and Achieve. Teachers attend common planning to strategize and share plans for differentiated small group activities meeting the sub skill needs of students. `4`

🔑 S242188

Strategy Rationale

To provide resources, support, and guidance in planing and implementing differentiated small groups that addresses student sub skill deficits and enrichment for students who have mastered a skill.

Action Step 1 `5`

Administration will set up CLC schedules.

Person Responsible

Casie Doyle

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Page 2 of Lesson Plans providing small group lesson plans, CLC agendas and minutes

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

Administration will attend and participate, developing agenda items that address differentiated instruction needs

Person Responsible

Casie Doyle

Schedule

Biweekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Agendas and minutes

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

Administration will attend and participate, developing agenda items that address differentiated instruction needs

Person Responsible

Casie Doyle

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Agendas and minutes

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

Administration will observe center rotations. Monitoring the implementation of small group deficit sub skill lessons.

Person Responsible

Casie Doyle

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Page 2 of Lesson Plans, documents from data chats, teacher record of student activities

G2.B3 Professional Development: Lack of resources for content specific professional development. `2`

🔑 B229567

G2.B3.S1 To address the lack of resources for content specific professional development we will bring in content specialist from the district to conduct professional development per teacher need survey. `4`

🔑 S242190

Strategy Rationale

Teachers who have transitioned into new content areas due to personnel changes will need depth of knowledge in content areas they are not as familiar with.

Action Step 1 `5`

Conduct a school wide survey of teacher content professional development needs.

Person Responsible

Casie Doyle

Schedule

On 6/2/2017

Evidence of Completion

Survey results

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Review agenda's for PLC trainings, Minutes from PLC meetings, and attending as a student.

Person Responsible

Casie Doyle

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

agendas, meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Administration will follow up with classroom observations and CLC conversations.

Person Responsible

Casie Doyle

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom walk through forms, CAST observation logs

G2.B4 consistent goal setting resources for teachers `2`

🔧 B229568

G2.B4.S1 Provide grade level expectations and documents for collecting goal setting data with students, include students in the preparation of setting goals and progress monitoring revisiting and revising goals keeping students on track in reaching their goals. `4`

🔧 S242191

Strategy Rationale

If grade levels work together to incentivize intrinsic reward of setting a goal and reaching it goal setting will become the culture of students.

Action Step 1 `5`

Conference with teachers to ensure goal setting amongst students are taking place

Person Responsible

Terry Stuckey

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

I-ready/Achieve data, goal setting charts

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Monthly data chats with teachers

Person Responsible

Casie Doyle

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Conference logs, data charts

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

I-ready/Achieve data reports

Person Responsible

Casie Doyle

Schedule

Weekly, from 9/19/2016 to 5/31/2017

Evidence of Completion

I-ready/Achieve reports

G2.B5 on- going support for data review with teachers in order for them to support students goal setting 2

🔑 B229569

G2.B5.S1 provide PD session with district and Iready/Achieve specialist assisting teachers in analyzing and planning with their data. 4

🔑 S242192

Strategy Rationale

Increase student awareness of learning goals in order to increase students achievement

Action Step 1 5

PD and technical assistance from program directors and specialist

Person Responsible

Terry Stuckey

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

lesson plans for small group rotations plans, minutes from meeting and agendas, FSA and other assessments

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Admin will participate in monthly Data chats, teachers will house their data planning in their center/ small group lesson plans, classroom observations

Person Responsible

Casie Doyle

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

FSA data, CLC conversations and informal data analysis of progress, minutes and agendas

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Student progress will be reviewed and discussed in CLC's weekly, Teacher plans will reflect the data used to determine students individual needs.

Person Responsible

Casie Doyle

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

student diagnostics, performance measurements, teacher informal assessments/exit tickets, etc

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					
G1.B1.S1.A1 🔑 A313471	Provide for multiple summer opportunities to Unpack Saxon materials with the support of the...	Stuckey, Terry	7/11/2016	Material broken down in their bins and ready for day 1 of school.	8/1/2016 weekly
G2.B4.S1.MA1 🔑 M323513	I-ready/Achieve data reports	Doyle, Casie	9/19/2016	I-ready/Achieve reports	5/31/2017 weekly
G2.B2.S1.MA1 🔑 M323507	Administration will attend and participate, developing agenda items that address differentiated...	Doyle, Casie	8/29/2016	Agendas and minutes	6/1/2017 biweekly
G1.MA1 🔑 M323503	iready reading diagnostics, teachers running records, center exit slips, mid year reading...	Doyle, Casie	8/15/2016	iready data reports, profile reports of student needs	6/2/2017 quarterly
G2.MA1 🔑 M323517	Module Assessments, Teacher Assessments, Data Chats, Collaborative planning, Blended Learning...	Doyle, Casie	8/29/2016	State Assessment Data, End Of Year Grades, Formative and Summative assessments	6/2/2017 monthly
G2.MA2 🔑 M323518	We will monitor progress using iReady mid-year assessments, iReady Performance Monitoring...	Doyle, Casie	8/29/2016	iReady and Achieve reports, running records, teacher data notebooks, performance matters	6/2/2017 every-3-weeks
G1.B1.S1.MA1 🔑 M323501	Review of teacher assessments, exit slips, Saxon work, iReady assessments, center activities	Doyle, Casie	8/15/2016	Student increase scores and profile levels on iReady Reading, guided reading lexile movement, module reading assessments increased proficiency	6/2/2017 weekly
G1.B1.S1.MA1 🔑 M323502	Classroom observations, Daily lesson plans, CLC conversations, student work displayed.	Doyle, Casie	8/15/2016	CLC agenda's minutes, lesson plans, observation logs	6/2/2017 weekly
G2.B1.S1.MA1 🔑 M323504	Performance Matters, CAST Warehouse, Iready and Achieve Data, Pearson Reports, FLDOE	Wright, Marquita	8/29/2016	Performance matters- FSA proficiency, FCAT proficiency, iready and achieve proficiency reports	6/2/2017 quarterly
G2.B1.S1.MA1 🔑 M323505	Principal will include reminders and tips in weekly memo Principal and AP will attend meetings...	Doyle, Casie	8/22/2016	observation notes, observation logs, lesson plans on Focus, pd agenda's and minutes	6/2/2017 monthly
G2.B1.S1.A1 🔑 A313472	Common Planning scheduled weekly for content pd	Doyle, Casie	8/22/2016	Meeting Agenda's, minutes, and activities	6/2/2017 biweekly
G2.B1.S1.A2 🔑 A313473	quarterly half day trainings for more in depth planning of lessons and small group instruction that...	Doyle, Casie	9/2/2016	Agendas, meeting minutes, lesson plans and activities	6/2/2017 quarterly
G2.B2.S1.MA1 🔑 M323506	Administration will observe center rotations. Monitoring the implementation of small group deficit...	Doyle, Casie	8/29/2016	Page 2 of Lesson Plans, documents from data chats, teacher record of student activities	6/2/2017 biweekly
G2.B2.S1.MA1 🔑 M323508	Administration will attend and participate, developing agenda items that address differentiated...	Doyle, Casie	8/29/2016	Agendas and minutes	6/2/2017 biweekly
G2.B2.S1.A1 🔑 A313474	Administration will set up CLC schedules.	Doyle, Casie	8/22/2016	Page 2 of Lesson Plans providing small group lesson plans, CLC agendas and minutes	6/2/2017 biweekly
G2.B3.S1.MA1 🔑 M323511	Administration will follow up with classroom observations and CLC conversations.	Doyle, Casie	8/29/2016	Classroom walk through forms, CAST observation logs	6/2/2017 quarterly
G2.B3.S1.MA1 🔑 M323512	Review agenda's for PLC trainings, Minutes from PLC meetings, and attending as a student.	Doyle, Casie	8/29/2016	agendas, meeting minutes	6/2/2017 quarterly
G2.B3.S1.A1 🔑 A313476	Conduct a school wide survey of teacher content professional development needs.	Doyle, Casie	8/29/2016	Survey results	6/2/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1 🔑 M323514	Monthly data chats with teachers	Doyle, Casie	9/19/2016	Conference logs, data charts	6/2/2017 monthly
G2.B4.S1.A1 🔑 A313477	Conference with teachers to ensure goal setting amongst students are taking place	Stuckey, Terry	9/6/2016	I-ready/Achieve data, goal setting charts	6/2/2017 monthly
G2.B5.S1.MA1 🔑 M323515	Student progress will be reviewed and discussed in CLC's weekly, Teacher plans will reflect the...	Doyle, Casie	9/1/2016	student diagnostics, performance measurements, teacher informal assessments/exit tickets, etc	6/2/2017 monthly
G2.B5.S1.MA1 🔑 M323516	Admin will participate in monthly Data chats, teachers will house their data planning in their...	Doyle, Casie	9/1/2016	FSA data, CLC conversations and informal data analysis of progress, minutes and agendas	6/2/2017 monthly
G2.B5.S1.A1 🔑 A313478	PD and technical assistance from program directors and specialist	Stuckey, Terry	9/1/2016	lesson plans for small group rotations plans, minutes from meeting and agendas, FSA and other assessments	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If students in K-2 are engaged in phonics lessons daily then student reading achievement will increase.

G1.B1 Teacher familiarity with new phonics curriculum

G1.B1.S1 Multiple Summer session unpacking Saxon. Allowing for uninterrupted time in their materials reviewing the many facets of this program.

PD Opportunity 1

Provide for multiple summer opportunities to Unpack Saxon materials with the support of the Reading instructional Coach.

Facilitator

Instructional Coach Terry Stuckey

Participants

k-2 teachers

Schedule

Weekly, from 7/11/2016 to 8/1/2016

G2. If classrooms are focused on developing the whole child and with that focus increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then student achievement will increase.

G2.B1 Time: Time to complete the outlined curriculum by the State Assessment. Time for in-depth professional development.

G2.B1.S1 Work with content specialist to combine lessons in an effort to meet FSA assessment deadline while ensuring we cover all item specs and state standard. Utilize common planing time to develop understanding of which data can be used to form small groups with differentiated activities that are priority to learning.

PD Opportunity 1

Common Planning scheduled weekly for content pd

Facilitator

District specialist per content areas, instructional coach, math lead, ESE lead

Participants

all core teachers

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

quarterly half day trainings for more in depth planning of lessons and small group instruction that is data driven

Facilitator

District Specialist, iready and Achieve Specialist, instructional coach, math lead, ese lead

Participants

core teachers

Schedule

Quarterly, from 9/2/2016 to 6/2/2017

G2.B2 Prerequisites: Teacher knowledge and ability to form data driven groups that are fluid and plan for differentiated instruction.

G2.B2.S1 Teachers collaborating with colleagues and administration during PLCs to look over data to gauge what groups students will be placed in during small group instruction. Professional development provided by blended learning partners demonstrating how groups can be created and sub-skill lessons implemented using the data gathered from iReady and Achieve. Teachers attend common planning to strategize and share plans for differentiated small group activities meeting the sub skill needs of students.

PD Opportunity 1

Administration will set up CLC schedules.

Facilitator

iReady and Achieve facilitators, Principal, Instructional Coach, Math Lead, and ESE/VE lead

Participants

Teachers

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

G2.B3 Professional Development: Lack of resources for content specific professional development.

G2.B3.S1 To address the lack of resources for content specific professional development we will bring in content specialist from the district to conduct professional development per teacher need survey.

PD Opportunity 1

Conduct a school wide survey of teacher content professional development needs.

Facilitator

Math District Specialist, A. Mousa; Reading District Specialist, Kathy Hart Science Lead Teacher, District ESE specialist Math Lead teacher

Participants

Teachers, Paras & Administration

Schedule

On 6/2/2017

VI. Technical Assistance Items

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

G2. If classrooms are focused on developing the whole child and with that focus increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then student achievement will increase.

G2.B5 on- going support for data review with teachers in order for them to support students goal setting

G2.B5.S1 provide PD session with district and Iready/Achieve specialist assisting teachers in analyzing and planning with their data.

TA Opportunity 1

PD and technical assistance from program directors and specialist

Facilitator

Terry Stuckey Coach, Erin Rock Math Lead, Iready and Achieve facilitators

Participants

teachers/Barton para/reading interventionist

Schedule

Monthly, from 9/1/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Provide for multiple summer opportunities to Unpack Saxon materials with the support of the Reading instructional Coach.	$0.00
2	G2.B1.S1.A1	Common Planning scheduled weekly for content pd	$0.00
3	G2.B1.S1.A2	quarterly half day trainings for more in depth planning of lessons and small group instruction that is data driven	$0.00
4	G2.B2.S1.A1	Administration will set up CLC schedules.	$0.00
5	G2.B3.S1.A1	Conduct a school wide survey of teacher content professional development needs.	$0.00
6	G2.B4.S1.A1	Conference with teachers to ensure goal setting amongst students are taking place	$0.00
7	G2.B5.S1.A1	PD and technical assistance from program directors and specialist	$0.00
		Total:	$0.00