

Orange County Public Schools

# Blankner K 8



2017-18 Schoolwide Improvement Plan

## Blankner K 8

2500 S MILLS AVE, Orlando, FL 32806

<https://blanknerk8.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	No	37%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*\*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 Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Blankner K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

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

Although each teacher addresses the process of learning about student cultures and building relationships differently, there are certain themes that are carried throughout the campus. The first example of reaching out to learn about students' individual and cultural needs is when parents of students in elementary grades are encouraged to send a letter to the principal describing any information that they think important to share that might be helpful in placing students. Parents often write about their child's personality, learning style, past educational experiences, and cultural/religious backgrounds.

Once the school year starts, teachers of all grades and curriculum areas have an introductory assignment, appropriate for the developmental age of the student, whereby students and parents are asked to share about the child. They are asked to share about family structure and needs, learning styles, and specific goals for the students for the upcoming year. In middle school classrooms, this activity is usually in the form of a letter to the teacher. In younger grades, it is usually a letter or questionnaire format for the parents early in the year.

The basic expectation at Blankner is that students and teachers will build relationships through respectful interaction in the learning and discovery process. During the educational year, students explore cultural differences in celebrating holidays and personal milestones. These explorations are often through the social studies curriculum, but are also a common theme in language arts through reading and writing, and in the fine arts programs. Because our campus houses the Deaf and Hard of Hearing program for middle school students in Orange County Public Schools (OCPS), deaf-culture is often discussed in classrooms. To help promote deaf-culture, students of all ages have the opportunity to join a sign language club and/or Blankner Buddies club. Having these conversations at an early age helps foster a sense of respect towards people with disabilities.

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

Blankner creates an environment where students feel safe before and after school and throughout the school day by ensuring adult supervision is in place. At all times, there is a physical boundary that only staff-members, students and registered guests may cross. For students at the start of the school day, there are designated locations where students spend their mornings if they arrive prior to the start of the official school day. Students who need to arrive prior to 8:00 a.m. may attend the before-school care program, hosted by YMCA. At 8:00 a.m., there are four locations that students can report, depending upon their grade, all well-structured and supervised. These locations are the media center for kindergarten students, cafeteria for first grade students, gymnasium for students in grades two

through five, and the basketball courts for middle school students. Additionally, students have access to the media center. Morning tutoring by teachers, various clubs, and other activities are available.

During the school day, the teachers are in the halls to help monitor safe transitions. Routines are taught and practiced so that transitions are smooth and safe. There is ample supervision at lunch. Social skills development, bully prevention lessons, class meetings, and character education activities occur through guidance lessons. Mentors, peer counselors, and many high school volunteers work with students helping to build their academic and personal confidence.

After school, dismissal procedures ensure students are supervised and safe until they are off school grounds. Teachers aid in supervision, and administrators and paraprofessionals have assigned daily responsibilities.

A basic tenet of Blankner's community culture has to do with respect and safety through the requirement that all students wear uniforms. Uniforms help with safety; at a quick glance, it is easily determined if there are any students who do not belong on campus. They help build respect as they eliminate the distinction that is sometimes apparent between the different socio-economic groups that make up Blankner. A well-stocked closet of gently used uniforms ensures that all students are able to come to school in clean, well-fitting clothes. The PTSA financially supports a Love Pantry that keeps food in stock for families in need.

**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.**

An initiative developed by the trained Positive Behavior Systems (PBS) team is Blankner's P.A.W.S. Program. Based on information gathered from parent, staff, and student surveys, a school-wide plan to encourage students to believe in Perseverance, Accountability, Working hard, and Supporting others was continued. Students are recognized often for demonstrating these traits.

An established protocol that is used to keep students engaged during instructional time is the use of planners to document when/if students have had minor discipline issues, such as being off task or unprepared to work. This is done both at the elementary and middle school levels. At the elementary level, students who finish the week with less than a targeted number of infractions can participate in a reward activity. Those that exceed the targeted number are kept from participating in the reward activity. In middle school, the consequence is a morning detention. Additionally, the administrative team is committed to pushing in and being a presence in a classroom where a student is experiencing difficulties, rather than immediately pulling the student out of the class. A teacher is used for the in-school suspension room so students in this room can receive academic support.

**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 social-emotional needs of Blankner students are met through classroom programs and individual or small group interventions. Classroom programs include class meetings held by individual teachers, classroom guidance lessons by the school guidance counselors, bully prevention lessons by the dean and counselors, and Character Education activities within classrooms and the entire school. Blankner has a very active mentor program and each year between 50 and 75 students are paired with adult mentors. The vast majority of these mentors meet with students either during their lunch time or before school. If they are working with them during the school day, their focus of work is usually in building student confidence on academics. Many of our mentors stay involved with their student for more than a single year, and they often become trusted adults in the student's life.

Eighth grade students who are Peer Counselors are trained in human need fulfillment, the basics of active listening, and problem solving techniques so they can help build up their assigned student's confidence and self-esteem as they work with them on academics. School guidance counselors are available to work with students on social-emotional issues as needed. If students continue to experience difficulty with issues, counselors have a number of mental health counselors and agencies that they refer out to help students get the social-emotional support they might need.

Additionally, Blankner has a full-time nurse who works closely with counselors and resource staff. Often, a medical situation arises and the student needs support to navigate through the feelings and difficulties they are having as related to the health issue. If a student's situation warrants a threat assessment, the administrative team is comfortable using that district tool to help determine what plan of action might be needed to ensure that all students are safe and receive the support and help they warrant.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Teachers closely monitor attendance and report to the Child Study team when absences become a concern.

Six staff members trained in PBS implement strategies to reduce suspensions. The leadership team meets weekly to discuss behavioral intervention progress through the Multi-Tiered System of Support-Behavior (MTSS-B) process.

Daily intervention time is scheduled in all elementary classes.  
Grade-level teams meet weekly to discuss intervention data.

Course recovery options are available for middle school students.

#### 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	15	10	11	14	9	14	9	12	6	0	0	0	0	100
One or more suspensions	1	0	3	4	0	1	6	8	2	0	0	0	0	25
Course failure in ELA or Math	8	2	6	17	3	5	7	28	10	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	28	18	28	25	17	10	0	0	0	0	126

##### 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	8	3	4	13	14	14	0	0	0	0	57

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

Best Practices for Inclusive Education (BPIE) data was used to inform action planning for intervention strategies. Person-first language and collaboration of school staff to ensure access to general education to the maximum extent possible are focuses for Blankner. Weekly MTSS meetings specifically focus on the students identified above. Interventions are discussed and implemented.

Teachers participate in Professional Learning Communities (PLCs) twice per week in addition to bi-monthly data meetings to discuss the needs of all students with an emphasis on at-risk students. Standards are deconstructed and formative assessments are developed and analyzed during these meetings.

The Early Warning indicators are discussed at monthly staff meetings and related topics are addressed during professional development scheduled monthly.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

#### 1. PFEP Link

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

#### 2. Description

Communication is essential in working towards increasing parental involvement. Blankner focuses on ways to provide timely and accurate information to the parents and community. Utilizing a weekly electronic newsletter and social media outlets, such as Facebook and Twitter, Blankner increases the speed and frequency of the dissemination of information. Traditional methods of a parent calendar, student planners, and voice messages to homes ensure all families are being reached. Events at the beginning of the year such as the BooHoo/Yahoo Breakfast, Play Date at the Park for kindergarten parents, new parent orientation, and Volunteers/Business Partners' Thank You breakfast, give parents and partners a way to connect to the school. Report card conference night during the year provides parents detailed information regarding their child's progress.

### 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.

The well-established Blankner Foundation and Parent Teacher Student Association (PTSA) has been an integral part in securing resources for the school. In addition to the Blankner Foundation and PTSA, a dedicated Partners-In-Education (PIE) coordinator created a detailed recruitment process for local businesses to select their level of involvement with the school. With the weekly electronic newsletter, the school is able to recognize these businesses for their outstanding support. Recognition breakfast meetings are held to acknowledge our ADDitions volunteers and business partners.

## C. Effective Leadership

### 1. School Leadership Team

**a. Membership**

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

Name	Title
Kreil, Junella	Principal
Adams, Kyle	Dean
Hines, Michelle	Instructional Coach
Rimmer, Liz	School Counselor
Schattauer, Joanne	School Counselor
Shutts, Patti	Other
Moricle, Elizabeth	Other
Leathers, Amanda	Teacher, K-12
Johns, Corey	Other
Bing, Joshua	Assistant Principal
Fuehrer, Rob	Instructional Technology

**b. Duties**

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

The leadership team meets weekly to analyze school-wide data and formulate a plan for continuous improvement.

Administrators - Monitor classroom instruction and provide feedback to teachers accordingly, facilitate and participate in weekly PLCs and data meetings, analyze school-wide and grade-level data, and review lesson plans.

Dean - Implements and oversees school-wide behavior plan to ensure students are only removed from the instructional environment when necessary.

Instructional Coaches and Other - Administer diagnostic testing and provide intervention support and resource materials to grade levels and individual teachers, provide professional development, assist teachers in the creation of formative assessments, and assist teachers in the development and implementation of their deliberate practice plans. Also serve as MTSS coaches. Assist Media Clerks in providing reading materials for students at their level, and conducting classroom lessons.

Instructional Technology - Assists and coaches teachers with blended learning strategies and proper implementation of instructional technology. Leads professional development on related best practices for teaching with technology.

Guidance Counselors - Middle school counselor develops and monitors student schedules, and addresses social-emotional needs of students in grades six through eight identified by teachers. Elementary school counselor addresses social-emotional needs of students in grades pre-kindergarten through five as identified by teachers. Counselors review student cumulative records to assist with intervention design and progress monitoring.

Staffing Specialist & Curriculum Compliance Teacher (CCT) - Assist teachers in identifying appropriate academic and behavioral interventions/accommodations for students.

**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.**

Focused discussions on common planning, deconstruction of standards, and the development of meaningful lessons occur during bi-weekly PLC meetings. The creation of common formative assessments and analysis of the data occur during data meetings. These meetings identify the needs of all students and provide support and materials as needed. For students needing additional time to master concepts, potential before-school and after-school tutoring programs will be implemented utilizing any available Supplemental Academic Instruction (SAI) funds.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Junella Kreil	Principal
Ana Suarez	Teacher
Jose Garrido	Parent
Michele Miller	Teacher
Sean DeAvila	Parent
Melissa Ramb	Parent
Judi Hayes	Parent
Linda Diamond	Parent
Kris Zara	Parent
Katie Koch	Parent
Ilana Stone	Parent
Patricia Shutts	Teacher
George Carson	Teacher
Donna Zuefle	Education Support Employee
Lydia Kiser	Parent
Annie Roberts	Parent
Leah Mapp	Parent
Amanda Murphy	Parent
Kelly Prather	Business/Community
Danielle Alchin	Parent
Lauren Gould	Teacher
Corey Johns	Teacher
Jennifer Maier	Teacher
Leigh Ann Ward	Teacher
Erika Altensee	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

The principal presented the School Improvement Plan (SIP) to the staff and stakeholders at the beginning of the school year. The SIP was evaluated by the School Advisory Council (SAC) at the mid-point and end of year. The SIP was reviewed by staff at the end of the year. Parent, staff and student survey data was utilized to evaluate the SIP.

**b. Development of this school improvement plan**

The SAC provided input throughout the year on all aspects of the SIP, with an emphasis on overcoming barriers. School data, including survey data, was analyzed and discussed. The SAC agendas focused on specific areas each month and also allowed time for open discussion.

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

During monthly SAC meetings, academic programs and resources used and needed are discussed and reviewed. Priorities are developed throughout the year. When the budget process starts in the spring, SAC takes an active role in prioritizing the staffing, programmatic, and technological needs of the school.

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

**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
Kreil, Junella	Principal
Hines, Michelle	Instructional Coach
Hanson, Rebecca	Teacher, K-12
Anderson, Kristen	Teacher, K-12
Miller, Michele	Teacher, K-12
Schneeberger, Carol	Teacher, K-12
Johns, Corey	Instructional Coach
Powell, Kelly	Teacher, K-12
Kelly, Moira	Teacher, K-12
Hinson, Aimee	Teacher, K-12
Cassis, Aurline	Teacher, K-12

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

Initiatives for the Literacy Leadership Team (LLT) during the 2017-2018 school year include a Family Literacy Night and Celebrate Literacy Week. The Blankner Spelling Bee will be conducted in January 2018. The LLT committee will sponsor the participation of our fifth and eighth grade students in the Modern Woodman's Oration Contest in the spring. Battle of the Books' teams will be created and attend competitions.

This team will lead the school by promoting the growth of literacy through the implementation of close reading strategies and use of tools to comprehend and persevere through complex texts.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school's PLCs meet bi-weekly with administration and the instructional coach to common plan, deconstruct standards, and develop rigorous lessons. The weekly data meetings focus on the development and analysis of common formative assessments.

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

Blankner School has very little teacher turnover. When a position becomes available, many highly qualified candidates apply. The administrators are assisted by grade-level or instructional leaders to conduct interviews. Teachers new to Blankner, novice and experienced, have introductory meetings and are provided a mentor.

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

Beginning teachers are paired with highly qualified teachers familiar with the subject or grade level being taught. The mentor and beginning teacher meet frequently and have a formal, documented meeting at least once a month.

**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.**

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida State Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida State Standards. All schools are expected to utilize the standards-based resources during daily instruction.

**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.**

All classes in elementary school provide a daily intervention time for at-risk students. Data is reviewed to determine the students who need additional assistance. By reviewing the data frequently, teachers are able to focus on the students who need help understanding a particular concept. In middle school, a support facilitation model is implemented for students needing additional support. In sixth, seventh, and eighth grades, teachers with dual certification (content area and exceptional education) work with at-risk students.

**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:** Summer Program

**Minutes added to school year:** 3,000

Blankner Foundation offers opportunities outside the regular classroom to experience Science, Engineering, Technology, and Mathematics (STEM) activities, drama, reading, and mathematics taught through arts activities. Incoming second through eighth grade students are offered the opportunity to participate in many of these one-week sessions.

**Strategy Rationale**

To provide enrichment activities in the areas of reading, math and science for interested students

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Adams, Kyle, kyle.adams@ocps.net

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

Most data collected during the summer activities is observational. FCAT Science and Florida Standards Assessment (FSA) reading and math scores will be tracked for the students that participate in the various summer activities.

**Strategy: After School Program**

**Minutes added to school year: 1,200**

A team of elementary students and a team of middle school students compete in a Science Olympiad. Students in sixth, seventh, and eighth grades have the opportunity to participate in The Stock Market Game. The online program helps students build a fundamental understanding of investing while providing them with real world skills practice in math and economics. Eighth grade students participate in a school-level Science Fair. Twenty-five eighth grade students visit the Naval Air Warfare Center Training Systems Division to experience firsthand careers in STEM related fields. Students in grades kindergarten through eight have the opportunity to join the Chess Team and competitions as well.

**Strategy Rationale**

To provide enrichment and real-world opportunities for students

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Hines, Michelle, michelle.hines@ocps.net

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

Most data collected during the after-school programs is observational. FCAT Science and FSA reading and math scores will be tracked for the students that participate in the various after-school activities.

**Strategy: After School Program**

**Minutes added to school year: 2,160**

Before-school tutoring will be offered to at-risk students as funds allow.

**Strategy Rationale**

To provide more time and instruction for at-risk students to gain the necessary knowledge and skills to be successful

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Leathers, Amanda, amanda.bazer-leathers@ocps.net

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

Each tutoring group will be unique in content area and grade level. Each teacher will collect data weekly. Data will be analyzed and program changes will be made accordingly.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The pre-kindergarten students visit kindergarten classrooms before the end of their pre-kindergarten year. A kindergarten registration and orientation is held in May. All students tour a classroom and the cafeteria as their parents receive important kindergarten information. All new kindergarten parents and students are invited to meet the teacher in their new classroom before the beginning of school. This is a special event that is in addition to the school's Meet Your Teacher event.

The P.A.W.S. program encourages all students to be supportive of others to students new to Blankner and recognizes those students who go above and beyond in doing so.

A middle school transition camp, Jump Start, is offered to ESE students transitioning from fifth to sixth grades in July.

**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.**

Blankner K-8 as part of Orange County Public Schools (OCPS) seeks to develop a systematic plan for embedding 21st century skills into student graduation pathways and provide staff with necessary training, so students will be prepared for post-graduation career goals. In order to accomplish this, the district has included in its strategic plan, a goal to increase the percent of students earning at least one digital tool certificate before completion of eighth grade by 80 percentage points by 2020.

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

Blankner students are learning computer skills through their daily instruction. Some courses offer additional opportunities for career and technical education learning, such as Bridge Building in our Advance Academics course and the Stock Market game in our eighth grade social studies course.

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

In November of each year, Blankner hosts a Teach In event. Various careers are highlighted as every classroom hosts guests who present about their job/career. In third grade, students research a chosen career and present their information at a Career Fair. In addition, middle school students have an opportunity to experience a Navy Job share field trip, and all eighth graders participate in the eighth grade Science Fair.

**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.**

N/A

**II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

**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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Blankner School teachers and administrators will enhance their understanding of blended learning strategies and engage in proper implementation of best practices for teaching with technology.
  
- G2.** Blankner School teachers and administrators will enhance their ability to choose content-specific common complex text in order to develop standards-aligned tasks to improve student achievement.

## 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.** Blankner School teachers and administrators will enhance their understanding of blended learning strategies and engage in proper implementation of best practices for teaching with technology. 1a

G095068

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	80.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited experience in teaching with technology.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- SMART boards
- Curriculum Resource Materials (CRMs)
- Digital Resources
- Document Cameras

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

Through classroom observations, participating in "Tech Tuesdays", and checking lesson plans, Blankner administrators will ensure technology best practices are incorporated into lessons.

**Person Responsible**

Joshua Bing

**Schedule**

Weekly, from 8/22/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans will be monitored to ensure that technology is incorporated. iObservation data will also be analyzed to ensure instruction is occurring with technology.

**G2.** Blankner School teachers and administrators will enhance their ability to choose content-specific common complex text in order to develop standards-aligned tasks to improve student achievement. 1a

G095069

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	78.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	56.0
FSA Mathematics Achievement	81.0
FSA Science Achievement	78.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited experience in selecting content-specific complex texts in order to develop standards-aligned task.
- Teachers have limited time for conversations about data-driven instruction, collaboration in lesson planning, and professional development.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional Management System (IMS)
- CPALMS
- Curriculum Resource Materials (CRMs)
- Test Item Specifications
- Florida Standards
- Instructional Framework
- Attendance reports
- EWS information

**Plan to Monitor Progress Toward G2.** 8

Through classroom observations, participating in teacher common planning, checking lesson plans, and analyzing formative assessment data, Blankner administrators will ensure content-specific complex texts are being used to raise student achievement.

**Person Responsible**

Junella Kreil

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans will be monitored to ensure content-specific complex texts are being selected.

## 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.** Blankner School teachers and administrators will enhance their understanding of blended learning strategies and engage in proper implementation of best practices for teaching with technology. **1**

 G095068

**G1.B1** Teachers have limited experience in teaching with technology. **2**

 B255874

**G1.B1.S1** Blankner's Instructional Technology Team will provide professional development on incorporating lessons with blended learning strategies and proper implementation of instructional technology. **4**

 S270445

### Strategy Rationale

Teachers must have a complete understanding of best practices for teaching with technology.

### Action Step 1 **5**

Blankner's Instructional Technology Team will provide training for teachers during weekly "Tech Tuesdays" on how to incorporate available technology resources in lessons.

#### Person Responsible

Rob Fuehrer

#### Schedule

Weekly, from 8/22/2017 to 5/30/2018

#### Evidence of Completion

Evidence will include agendas and minutes.

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

Administrators will monitor and participate in weekly "Tech Tuesdays."

**Person Responsible**

Joshua Bing

**Schedule**

Weekly, from 8/22/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include professional development agendas and reflection logs.

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

Administrators will conduct classroom observations to look for follow-through from professional development and PLCs.

**Person Responsible**

Joshua Bing

**Schedule**

Weekly, from 8/22/2017 to 5/30/2018

**Evidence of Completion**

Evidence will include analysis of iObservation data to determine the implementation of technology best practices learned from "Tech Tuesdays" and teachers' completion of lesson plans.

**G2.** Blankner School teachers and administrators will enhance their ability to choose content-specific common complex text in order to develop standards-aligned tasks to improve student achievement. 1

G095069

**G2.B1** Teachers have limited experience in selecting content-specific complex texts in order to develop standards-aligned task. 2

B255875

**G2.B1.S1** Blankner leadership team will provide professional development through PLCs on text complexity. 4

S270446

### Strategy Rationale

Teachers must have a complete understanding of the Florida Standards and how text complexity relates to planning of student tasks.

### Action Step 1 5

Blankner leadership team will provide professional development through PLCs on text complexity.

#### Person Responsible

Junella Kreil

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Evidence will include teachers' active participation in the training, agendas and reflection logs, and iObservation data.

### Action Step 2 5

Teachers will participate in Instructional Rounds to observe best practices.

#### Person Responsible

Junella Kreil

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Evidence will include Plus/Delta charts used to lead collaborative discussions of observed instructional traits.

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

Blankner administrators will monitor and participate in professional development sessions.

**Person Responsible**

Junella Kreil

**Schedule**

Monthly, from 8/7/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include professional development agendas and reflection logs.

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

Blankner leadership team will monitor the effectiveness of instructional strategies and learning materials listed in the lesson plans and being implemented in the classroom by frequent checks of lesson plans on school's SharePoint site and through analysis of formal and informal classroom observation data.

**Person Responsible**

Junella Kreil

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include analysis of iObservation data to determine the implementation of standards based instruction using complex texts, best practices learned from Instructional Rounds, and teachers' completion of lesson plans.

**G2.B1.S2** Administrators will provide focused feedback to teachers regarding the depth of knowledge being implemented within lessons. 4

 S270447

### **Strategy Rationale**

Teachers must understand the depth of knowledge required within each standard in order to effectively teach to the appropriate level of rigor.

### **Action Step 1** 5

Administrators will conduct classroom observations.

#### **Person Responsible**

Junella Kreil

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Evidence will include iObservation comments.

### **Action Step 2** 5

Administrators will participate in lesson planning and PLC conversations.

#### **Person Responsible**

Junella Kreil

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Evidence will include meeting notes.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Administrators will track classroom observations and calibration of iObservation comments/ feedback.

**Person Responsible**

Junella Kreil

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include iObservation comments.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Administrators will review feedback and check for follow-through in classroom instruction.

**Person Responsible**

Junella Kreil

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include new observation data.

**G2.B2** Teachers have limited time for conversations about data-driven instruction, collaboration in lesson planning, and professional development. 2

 B255876

**G2.B2.S1** Dedicated time will be provided within each week for collaborative lesson planning, professional development and data analysis. 4

 S270448

### Strategy Rationale

Time must be dedicated and honored week by week to ensure teams have opportunity to collaborate and grow professionally together.

### Action Step 1 5

Teachers will meet on Tuesdays and Thursdays during planning time to collaboratively plan lessons.

#### Person Responsible

Michelle Hines

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Evidence will include PLC agendas.

### Action Step 2 5

Teachers will meet on Wednesdays for professional development.

#### Person Responsible

Michelle Hines

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Evidence will include professional development agendas.

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

Administrators will review agendas, lesson plans and data pages.

**Person Responsible**

Junella Kreil

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include agendas, lesson plans and data pages.

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

Administrators will conduct classroom observations to look for follow through from professional development and PLCs.

**Person Responsible**

Junella Kreil

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include iObservation data.

**G2.B2.S2** Various PLCs and collaborative planning times will be offered throughout the year for specific purposes. 4

S270449

### **Strategy Rationale**

More time is needed for quality conversations and collaborative lesson planning.

### **Action Step 1** 5

Teachers will be offered three instructional planning days prior to the start of the school year.

#### **Person Responsible**

Junella Kreil

#### **Schedule**

On 7/26/2017

#### ***Evidence of Completion***

Evidence will include agendas and lesson plans.

### **Action Step 2** 5

Administrators will schedule Gifted PLCs throughout the year.

#### **Person Responsible**

Junella Kreil

#### **Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

#### ***Evidence of Completion***

Evidence will include agendas from Gifted PLCs.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Leadership team will attend collaborative lesson planning sessions.

**Person Responsible**

Junella Kreil

**Schedule**

Weekly, from 7/24/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include agendas and lesson plans.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Administrators will ensure successful implementation of lesson plans will occur.

**Person Responsible**

Junella Kreil

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Evidence will include agendas, lesson plans, and classroom observations.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B2.S2.A1  A362102	Teachers will be offered three instructional planning days prior to the start of the school year.	Kreil, Junella	7/24/2017	Evidence will include agendas and lesson plans.	7/26/2017 one-time
G1.MA1  M386931	Through classroom observations, participating in "Tech Tuesdays", and checking lesson plans,...	Bing, Joshua	8/22/2017	Lesson plans will be monitored to ensure that technology is incorporated. iObservation data will also be analyzed to ensure instruction is occurring with technology.	5/30/2018 weekly
G2.MA1  M386940	Through classroom observations, participating in teacher common planning, checking lesson plans,...	Kreil, Junella	8/14/2017	Lesson plans will be monitored to ensure content-specific complex texts are being selected.	5/30/2018 monthly
G1.B1.S1.MA1  M386929	Administrators will conduct classroom observations to look for follow-through from professional...	Bing, Joshua	8/22/2017	Evidence will include analysis of iObservation data to determine the implementation of technology best practices learned from "Tech Tuesdays" and teachers' completion of lesson plans.	5/30/2018 weekly
G1.B1.S1.MA1  M386930	Administrators will monitor and participate in weekly "Tech Tuesdays."	Bing, Joshua	8/22/2017	Evidence will include professional development agendas and reflection logs.	5/30/2018 weekly
G1.B1.S1.A1  A362095	Blankner's Instructional Technology Team will provide training for teachers during weekly "Tech..."	Fuehrer, Rob	8/22/2017	Evidence will include agendas and minutes.	5/30/2018 weekly
G2.B1.S1.MA1  M386932	Blankner leadership team will monitor the effectiveness of instructional strategies and learning...	Kreil, Junella	8/14/2017	Evidence will include analysis of iObservation data to determine the implementation of standards based instruction using complex texts, best practices learned from Instructional Rounds, and teachers' completion of lesson plans.	5/30/2018 weekly
G2.B1.S1.MA1  M386933	Blankner administrators will monitor and participate in professional development sessions.	Kreil, Junella	8/7/2017	Evidence will include professional development agendas and reflection logs.	5/30/2018 monthly
G2.B1.S1.A1  A362096	Blankner leadership team will provide professional development through PLCs on text complexity.	Kreil, Junella	8/14/2017	Evidence will include teachers' active participation in the training, agendas and reflection logs, and iObservation data.	5/30/2018 monthly
G2.B1.S1.A2  A362097	Teachers will participate in Instructional Rounds to observe best practices.	Kreil, Junella	8/14/2017	Evidence will include Plus/Delta charts used to lead collaborative discussions of observed instructional traits.	5/30/2018 quarterly
G2.B2.S1.MA1  M386936	Administrators will conduct classroom observations to look for follow through from professional...	Kreil, Junella	8/14/2017	Evidence will include iObservation data.	5/30/2018 monthly
G2.B2.S1.MA1  M386937	Administrators will review agendas, lesson plans and data pages.	Kreil, Junella	8/14/2017	Evidence will include agendas, lesson plans and data pages.	5/30/2018 monthly
G2.B2.S1.A1  A362100	Teachers will meet on Tuesdays and Thursdays during planning time to collaboratively plan lessons.	Hines, Michelle	8/14/2017	Evidence will include PLC agendas.	5/30/2018 weekly
G2.B2.S1.A2  A362101	Teachers will meet on Wednesdays for professional development.	Hines, Michelle	8/14/2017	Evidence will include professional development agendas.	5/30/2018 monthly
G2.B1.S2.MA1  M386934	Administrators will review feedback and check for follow-through in classroom instruction.	Kreil, Junella	8/14/2017	Evidence will include new observation data.	5/30/2018 monthly
G2.B1.S2.MA1  M386935	Administrators will track classroom observations and calibration of iObservation comments/feedback.	Kreil, Junella	8/14/2017	Evidence will include iObservation comments.	5/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1  A362098	Administrators will conduct classroom observations.	Kreil, Junella	8/14/2017	Evidence will include iObservation comments.	5/30/2018 weekly
G2.B1.S2.A2  A362099	Administrators will participate in lesson planning and PLC conversations.	Kreil, Junella	8/14/2017	Evidence will include meeting notes.	5/30/2018 monthly
G2.B2.S2.MA1  M386938	Administrators will ensure successful implementation of lesson plans will occur.	Kreil, Junella	8/14/2017	Evidence will include agendas, lesson plans, and classroom observations.	5/30/2018 weekly
G2.B2.S2.MA1  M386939	Leadership team will attend collaborative lesson planning sessions.	Kreil, Junella	7/24/2017	Evidence will include agendas and lesson plans.	5/30/2018 weekly
G2.B2.S2.A2  A362103	Administrators will schedule Gifted PLCs throughout the year.	Kreil, Junella	8/14/2017	Evidence will include agendas from Gifted PLCs.	5/30/2018 quarterly

## V. Professional Development Opportunities

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

**G2.** Blankner School teachers and administrators will enhance their ability to choose content-specific common complex text in order to develop standards-aligned tasks to improve student achievement.

**G2.B1** Teachers have limited experience in selecting content-specific complex texts in order to develop standards-aligned task.

**G2.B1.S1** Blankner leadership team will provide professional development through PLCs on text complexity.

### **PD Opportunity 1**

Blankner leadership team will provide professional development through PLCs on text complexity.

#### **Facilitator**

District Professional Learning Community

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

### **PD Opportunity 2**

Teachers will participate in Instructional Rounds to observe best practices.

#### **Facilitator**

Michelle Hines, Instructional Coach

#### **Participants**

Classroom Teachers

#### **Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**G2.B2** Teachers have limited time for conversations about data-driven instruction, collaboration in lesson planning, and professional development.

**G2.B2.S1** Dedicated time will be provided within each week for collaborative lesson planning, professional development and data analysis.

**PD Opportunity 1**

Teachers will meet on Wednesdays for professional development.

**Facilitator**

Michelle Hines

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

## 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	Blankner's Instructional Technology Team will provide training for teachers during weekly "Tech Tuesdays" on how to incorporate available technology resources in lessons.				\$0.00
2	G2.B1.S1.A1	Blankner leadership team will provide professional development through PLCs on text complexity.				\$0.00
3	G2.B1.S1.A2	Teachers will participate in Instructional Rounds to observe best practices.				\$6,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0631 - Blankner K 8	General Fund		\$6,250.00
4	G2.B1.S2.A1	Administrators will conduct classroom observations.				\$0.00
5	G2.B1.S2.A2	Administrators will participate in lesson planning and PLC conversations.				\$0.00
6	G2.B2.S1.A1	Teachers will meet on Tuesdays and Thursdays during planning time to collaboratively plan lessons.				\$0.00
7	G2.B2.S1.A2	Teachers will meet on Wednesdays for professional development.				\$0.00
8	G2.B2.S2.A1	Teachers will be offered three instructional planning days prior to the start of the school year.				\$0.00
9	G2.B2.S2.A2	Administrators will schedule Gifted PLCs throughout the year.				\$0.00
<b>Total:</b>						<b>\$6,250.00</b>