

Orange County Public Schools

Sand Lake Elementary



2017-18 Schoolwide Improvement Plan

Sand Lake Elementary

8301 BUENA VISTA WOODS BLVD, Orlando, FL 32836

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">52%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">59%</p>

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 Sand Lake Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

Sand Lake Elementary School embraces diversity and other cultures as 34% of the student population consists of English Language Learners (ELLs). Teachers use a culturally responsive approach to ensure ELL students have access to the same rigorous curriculum as their peers. Teachers are endorsed in English for Speakers of Other Languages (ESOL) strategies. Lesson plans and instructional strategies are monitored to ensure that ELLs are receiving comprehensible instruction. Events that celebrate diversity include Black History Month, Hispanic Heritage Month, as well as in-class activities that share traditions, geography and history of students' homelands. The Parent Teacher Association (PTA) has also added a Diversity Committee to plan events that are accessible to all families.

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

Sand Lake Elementary School creates an environment where students feel safe and respected, not only by their peers, but also by the adults around them. Safety begins with the security of the school. At all times doors are secured and locked, allowing entry only through one main door at the front of the school where our office staff are ready to assist those who enter. All visitors must check in and are screened through the Enterprise Visitor Management System. Security cameras monitor all entry points and many common areas. When arriving to and departing from school, students are met at their cars by patrols and staff members who assist them entering/exiting their vehicles. The safety and well-being of the bus riders are monitored by faculty and staff. Monthly emergency drills that practice procedures for lockout, lockdown, evacuations and shelter ensure that students know procedures in the event such an emergency occurs on campus. Outreach programs to assist our families in need are handled discreetly and compassionately.

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.

A school-wide behavioral system is in place at Sand Lake Elementary. A teacher-led committee has planned professional development on the CHAMPS approach in order to promote consistent implementation throughout the school. Common expectations are posted within the classrooms as well as common areas around the school. Teachers review expectations of each area and provide mini-lessons on expected behavior. Behavior infractions can result in disciplinary actions according to the student code of conduct at the assistant principal's discretion.

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.

Sand Lake Elementary School meets the social-emotional needs by first assessing individual student needs and providing mentoring and other outreach services. Kids Care Club organizes clothing, toy, and food drives to support Sand Lake families. Additionally, the Supplies To Assist Our Students (S.T.A.R.S) program of West Orange provides economically disadvantaged students with backpacks and school supplies free of charge. There is also a school-based mentoring program where identified students meet with mentors for additional support. Sand Lake Elementary School has a comprehensive guidance and counseling program to address the social and emotional needs of the students. Small group and individual lessons are provided to help students with social or emotional needs. Classroom guidance lessons focus on the character education traits listed in Change Starts With Me. The Act 4 Change program and Child Safety Matters lessons are implemented as a proactive approach for anti-bullying.

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.

Students are identified and monitored through the Multi-Tiered System of Support (MTSS) for both academics and behavior. The leadership team members monitor progress reports and report cards. The leadership team tracks students identified as having multiple early warning indicators. A plan is created and implemented for current students with two or more indicators.

Indicators used:

- *Florida Standards Assessment (FSA) Level 1 or Level 2 in English Language Arts (ELA) or Mathematics
- *Low performance on interim assessments and/or grade-level summative assessments
- *i-Ready Performance Reports indicating significant learning gaps
- *Course failure in ELA or Mathematics
- *Suspension records
- *Attendance records

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	9	12	8	11	11	11	0	0	0	0	0	0	0	62
One or more suspensions	0	4	2	1	3	6	0	0	0	0	0	0	0	16
Course failure in ELA or Math	2	4	12	0	3	18	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	18	19	25	0	0	0	0	0	0	0	62
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	2	4	9	19	0	0	0	0	0	0	0	36

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

The registrar, MTSS coach, guidance counselor, social worker and assistant principal monitor student attendance patterns through the use of our Student Management System (SMS) and facilitate plans for appropriate interventions. If the problem persists, early warning truancy letters are sent and followed-up on by a designee of the leadership team. If circumstances necessitate, the parent is referred for special services, resources, and agencies to assist them in rectifying the truancy problem.

The MTSS team gathers student data and carefully monitors each student's progress towards specific behavioral, ELA and mathematics goals. Students not meeting academic or behavioral expectations will be identified and provided with a Tier II intervention. After providing diagnostic assessments to determine a student's instructional needs, students receiving Tier II or Tier III interventions will receive small group instruction.

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

The school website is an initial way for parents to gain access to information to support their child's education and view upcoming events. However, Sand Lake Elementary School has also committed to providing additional communication through Remind, an app which allows text communication between school and home without sharing phone numbers. The parents are able to view the communication in over 80 languages. Teachers are encouraged to send home weekly newsletters on Remind and email in order to provide multiple avenues of communication. Our guidance counselor also acts as our Parent Engagement Liaison (PEL), by supporting families with their needs and connecting them to the appropriate resources. The School Advisory Council (SAC) and PTA are encouraged to share important information with the community. Our PTA uses Facebook to advertise events and ways parents can track their child's progress. In addition, All Pro Dads meet once a month for breakfast and discussions about topics regarding their children and parental involvement at school. Parents are encouraged to check ProgressBook, the school's online gradebook portal, for regularly updated grades and notes from their child's teacher. At Meet the Teacher and Open House, computer labs are open and translators are available to introduce parents to their ProgressBook access.

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.

Our school maintains an active PTA that assists in the facilitation of securing community resources to support the school's initiatives. With the guidance of the administrative team, the Partners in Education (PIE) coordinator works with local businesses in ways that they can support our classrooms. Teachers

communicate specific needs to the PIE coordinator, who in turn is able to match their needs with local businesses who can support those needs. In the spring, the contributions of the local community, as well as all of our volunteers, are celebrated at a breakfast in their honor where classes create special cards and gifts for their volunteers. Sand Lake Elementary School has been the recipient of the 5-Star PTA Award and has received special recognition for outstanding community involvement.

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
Suprenard, Laura	Principal
Freiberger, Randolyn Brooke	Instructional Coach
Bransford, Judy	Instructional Coach
Vitulli, Emilio	Assistant Principal
Munoz, Noemi	Other
Botelho, Amanda	Instructional Coach
Strack, Chelsea	Other

b. Duties

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

Principal: ensures the mission and vision of OCPS are enacted daily, serves as the instructional leader and primary source of professional development and monitors distribution of leadership roles

Assistant Principal: serves as an instructional leader, oversees facility management and maintains behavioral expectations

Staffing Specialist: facilitates all Exceptional Student Education (ESE) and Section 504 meetings and monitors accommodations provided by instructional staff

Curriculum Compliance Teacher (CCT): facilitates and monitors services for ELLs and organizes Multilingual Parent Leadership Council (MPLC) meetings

Guidance Counselor: facilitates individual and group counseling, classroom guidance, Child Safety Matters, Act 4 Change, and Change Starts With Me; serves as- Title IX coordinator, Safe coordinator and McKinney-Vento program coordinator

MTSS Coach: assists MTSS team and teachers in implementing instructional/behavioral strategies, monitors the effectiveness of the strategies, holds monthly MTSS team meetings to review student data and adjusts instruction as needed and facilitates instruction for Tier II and Tier III interventions

Resource Teachers: hold weekly meetings with Professional Learning Communities (PLCs) and individual meetings as necessary, facilitate instruction for Tier II intervention, monitor implementation of standards-based instruction, coach teachers in instructional practices that facilitate the instructional shifts and serve as assessment coordinators

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 school leadership team is able to identify subgroups, individual students, and teachers who may need additional support for success with the implementation and mastery of the state standards. The leadership team meets biweekly to discuss data based on student performance and/or teacher performance during teacher informal and formal observations conducted by the principal and assistant principal. Teachers use a combination of data points to make determinations and recommendations for the MTSS process and to monitor instruction including data. Teachers facilitate Tier II intervention groups within their classrooms using i-Ready face-to-face instruction based on an instructional grouping profile report and monitoring data. MTSS effectiveness is gauged by student growth based on the above measures over a specific period of time. Adjustments are made as data is analyzed. The MTSS process specifically supports our needs for making learning gains for our lowest 25% and is monitored closely by the MTSS coach and principal.

Title III funds are used to provide support for our ELL population. Support is offered to our ELL students providing reinforcement of skills taught in the classroom. New ELLs will use the Imagine Learning program to help them acquire English language skills needed for success in the classroom. These efforts are monitored and implemented by the CCT.

The Homeless Education program, provided through the McKinney-Vento Act, allows for services to students if they are classified as homeless. When parents register, they complete the Orange County Public Schools (OCPS) Housing questionnaire. The school guidance counselor is the contact for the program and ensures parents are aware of the services available to the family.

Sand Lake Elementary School offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch Program. Nutrition and health lessons are taught at Sand Lake Elementary School and activities are coordinated through our Wellness Team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brian Levine	Business/Community
Marcia Fletcher-Goldsmith	Teacher
Laura Suprenard	Principal
David Rinkacs	Parent
Charusa Shadah De Ramos	Education Support Employee
Stefanie Considine	Teacher
Zulma Valentin	Parent
Scott Leichner	Parent
Sima Jain-Parikh	Parent

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

SAC members participated in a public meeting in order to discuss the SIP with members of the administrative team and Laura Suprenard, principal. Opportunities for questions and clarification were given at the culmination of the presentation.

As a follow-up to this, SAC members met with teachers in subject area committees to discuss the successes and challenges of the plan from the past year. Each committee developed notes in regards to the evaluation of the plan as well as suggestions for moving forward with the upcoming year.

b. Development of this school improvement plan

SAC members met in the spring with teachers from each grade level in order to discuss the current school year's SIP implementation and follow-up on data in each subject area. During these meetings, committees also brainstormed and discussed ways to improve school instructional practices for the 2017-18 school year and the implementation of the Florida Standards. Specific strategies to be included in the SIP were recorded by SAC members and documented for writing the SIP.

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

As a regular part of the SAC meetings, the fiscal needs of the school are updated and reviewed. SAC members offer suggestions and implement initiatives, when able. In the spring each year, SAC members meet with teachers in subject area committees to discuss the progress towards meeting the goals of the SIP and to allow for input into the upcoming budget based on feedback from the progress for the year and goals for the next year. This begins the initial planning stages of the SIP and the accompanying budget.

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

There were no funds allocated for school improvement from the SAC funds.

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
Freiberger, Randolyn Brooke	Instructional Coach
Suprenard, Laura	Principal
Bransford, Judy	Other
Vitulli, Emilio	Assistant Principal
Penney, Cynthia	Instructional Media
Munoz, Noemi	Other
Botelho, Amanda	Instructional Coach

b. Duties

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

The Literacy Leadership Team (LLT) promotes literacy in a variety of ways. Accelerated Reader (AR) goals are set and monitored by the literacy team. Select students participate in the district Battle of the Books competition. The Media Specialist encourages students to read the Sunshine State books. Sand Lake Elementary School celebrates Literacy Week. The Literacy Leadership Team works with the PTA to organize a cultural storybook night.

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.

At Sand Lake Elementary School teachers work collaboratively through (PLCs) to create unit designs and common formative assessments. The coaching team and administrators attend these meetings in order to monitor progress towards district expectations and provide coaching. During data meetings, the PLC comes together with the MTSS coach to analyze data, and identify the needs of their students, and plan intervention strategies. Teachers make necessary instructional adjustments based on the analysis of the data. This year's focus will be on continuing to build the capacity of our PLCs. As we have added a significant number of teachers who are new to Sand Lake, we will use our induction process to ensure that our PLCs continue to function successfully. In addition, a team of Sand Lake teachers is working with the District PLC to foster collaboration across schools.

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

The school's instructional personnel value the climate of excellence that has been created which has resulted in a low turnover rate among faculty at Sand Lake Elementary School. Sand Lake Elementary school uses the OCPS E-Recruiting system to seek out highly qualified candidates. The instructional staff receive continuous professional development opportunities throughout the year both at Sand Lake Elementary School and throughout OCPS. Teams of teachers work in PLCs to collaborate on plans for rigorous instruction and to analyze data to make instructional adjustments. The school also has an induction program for new teachers to feel supported as they begin their time at Sand Lake.

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

New teachers are paired with certified mentors. Veteran teachers have established the TOPS program (Teachers Offering Professional Support). This induction program consists of monthly meetings covering topics pertinent to new teachers. After an initial needs assessment given to new teachers, monthly professional development is planned to ensure that the new teachers are supported in their induction process. All teachers are encouraged to seek mentorship from their peers throughout the school year while working on their deliberate practice plan.

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 Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida 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.

Teachers and administration analyze student data and trends to identify needs. Identification of intervention and enrichment students ensures that students receive additional support beyond the core instructional program. Once data indicates that students are in need of interventions, they begin receiving Tier II interventions within the classroom during the daily 45-minute intervention time. A dedicated MTSS coach works to ensure that any students who are not meeting grade-level expectations are provided with interventions necessary for their continued growth. Data is collected over a specific period of time to determine growth and discussed as a part of the MTSS process. Students will move to Tier III intervention and will receive more intensive instruction if needed. i-Ready is used to meet student needs based on data collection through diagnostic assessments and periodic growth monitoring checks. Each student progresses through lessons in their identified area of need in both reading and mathematics.

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: 43,200

Students enrolled in the Extended Day program are supported with homework by certified teachers and program personnel. Additionally, students are afforded opportunities to complete lessons in i-Ready for mathematics and reading.

Strategy Rationale

Some students in the Extended Day program are in the school building for up to eleven hours per day. By supporting them with homework during that time, the students are more refreshed, have easy access to technological needs, and are able to receive additional support as needed. When students return home they are able to rest and return to school more ready to learn.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vitulli, Emilio, emilio.vitulli@ocps.net

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

Student formative assessments and homework completion rates by students enrolled in the Extended Day program in the afternoon will be analyzed for correlation and improvement.

Strategy: Weekend Program

Minutes added to school year: 1,200

Select students will be invited to attend 10 Saturday school sessions which will focus on core academic instruction.

Strategy Rationale

Additional instructional minutes will support the students to close achievement gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bransford, Judy, judy.bransford@ocps.net

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

i-Ready growth monitoring reports will be compared for growth and effectiveness.

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.

Sand Lake Elementary School uses several strategies to assist students with the transition from preschool into kindergarten. Before the school year begins, all kindergarten students are interviewed and assessed by a kindergarten teacher. Teachers observe reading readiness, social skills and other indicators of school readiness to help create a balanced class. In September, all kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS).

Parents can attend a "Boo Hoo" breakfast on the morning of the first day of school to learn more about Sand Lake Elementary School, ways to support their child's learning, as well as become more involved with the PTA. The principal speaks and welcomes parents to the school and is able to offer ideas and suggestions for parents on how to help their children transition into kindergarten.

As students prepare to leave Sand Lake, outgoing fifth graders attend an orientation at their middle school during the school day. Our guidance department works closely with the middle school guidance counselor to ensure the social, emotional, and educational needs of our students will be met by their new placement.

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 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.** Sand Lake Elementary School teachers, paraprofessionals, and administrative staff will deepen their understanding and increase the quality of differentiated instruction as it relates to the Florida Standards and meeting individual student needs across content areas and grade levels. (District Priorities: Ensure Career and College Readiness, Narrow Achievement Gaps, Provide Empowering Environments)
- G2.** Teachers will choose appropriate complex text and assign standards-aligned tasks; reflect and modify instructional practice based on student evidence and professional learning (District Priorities: Accelerate Student Performance and Narrow Achievement Gaps)

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. Sand Lake Elementary School teachers, paraprofessionals, and administrative staff will deepen their understanding and increase the quality of differentiated instruction as it relates to the Florida Standards and meeting individual student needs across content areas and grade levels. (District Priorities: Ensure Career and College Readiness, Narrow Achievement Gaps, Provide Empowering Environments) 1a

G095070

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Gains	75.0
FSA ELA Achievement	75.0
FSA Mathematics Achievement	80.0
ELA/Reading Gains	70.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers and paraprofessionals need additional knowledge and strategies to implement differentiated instruction more effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Curriculum Resource Materials (CRMs), CPALMS, Think Central, i-Ready Teacher toolbox, Making Content Comprehensible for English Language Learners (ELLs): World-Class Instructional Design and Assessment (WIDA), English Language Arts (ELA)/ mathematics Florida Standards (LAFS/MAFS), FSA test item specifications, Dr. Marzano's Becoming a Reflective Teacher, Marzano Center/Learning Sciences Book Series: Essentials for Achieving Rigor (Performance Tasks and Scales, Identifying Critical Content, Processing New Content, Recording and Representing Knowledge)

Plan to Monitor Progress Toward G1. 8

The instructional coaches will conduct classroom walkthroughs to observe instruction and to review student performance data to monitor for improvement.

Person Responsible

Laura Suprenard

Schedule

Every 6 Weeks, from 9/1/2017 to 5/30/2018

Evidence of Completion

classroom walkthrough data, increase in student performance data

G2. Teachers will choose appropriate complex text and assign standards-aligned tasks; reflect and modify instructional practice based on student evidence and professional learning (District Priorities: Accelerate Student Performance and Narrow Achievement Gaps) **1a**

G095071

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- Teachers lack understanding of instructional shifts of ELA standards.

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

- CRMs, Sand Lake Team (DPLC attendees), Leadership Team, Safari Montage, Research articles (about selections/evaluation of complex text), Read & Write for Google , digital tools to support close reading, Book: A Close Look At Close Reading, by Diane Lapp, Barbara Moss, Maria Grant, and Kelly Johnson

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

The leadership team will monitor implementation of standards-aligned tasks using appropriate complex texts during instruction. We will know that this alignment has been achieved through increased student achievement on formative and summative assessments.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Formative and summative assessment results, classroom observation, lesson plans

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. Sand Lake Elementary School teachers, paraprofessionals, and administrative staff will deepen their understanding and increase the quality of differentiated instruction as it relates to the Florida Standards and meeting individual student needs across content areas and grade levels. (District Priorities: Ensure Career and College Readiness, Narrow Achievement Gaps, Provide Empowering Environments) **1**

 G095070

G1.B1 Teachers and paraprofessionals need additional knowledge and strategies to implement differentiated instruction more effectively. **2**

 B255877

G1.B1.S1 The leadership team will provide specific targeted professional development with teachers and paraprofessionals. **4**

 S270450

Strategy Rationale

Providing teachers and paraprofessionals with targeted professional development in differentiated instruction, inclusion, and World-Class Instructional Design Assessment Language (WIDA) will increase teachers' and paraprofessionals' knowledge and understanding about how to differentiate instruction effectively.

Action Step 1 **5**

The leadership team will provide professional development (PD) to address strategies to effectively meet the needs of all students. Professional development will vary based on faculty needs.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

PD artifacts, PowerPoint presentations, informational documents, lesson plans, and sign-in sheets

Action Step 2 5

The leadership team will observe implementation of professional development and provide coaching feedback.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/11/2017 to 5/1/2018

Evidence of Completion

iObservation, lesson plans, unit plans, common assessments, classroom walkthroughs

Action Step 3 5

The leadership team will provide coaching and modeling, and instructional rounds for teachers who need additional support. Coaching and modeling support will also be provided to paraprofessionals who need support.

Person Responsible

Emilio Vitulli

Schedule

Every 3 Weeks, from 9/25/2017 to 5/18/2018

Evidence of Completion

iObservation coaching feedback tool, coaching feedback logs, lesson plans

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

The principal and assistant principal will monitor coaching feedback as well as lesson plans ensuring differentiated instruction is occurring.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Lesson plan feedback, coaching logs

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

The leadership team will attend common planning, reviews lesson plans and student performance data and conduct ongoing classroom observations to determine whether teachers' knowledge of the standards is increasing.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Lesson plans reflecting differentiated instruction, tasks are aligned to the rigor of the standard, classroom walkthrough data, iObservation data and changes in student formative and summative assessment results

G1.B1.S2 Common planning days will be scheduled during the school year for teachers to plan differentiated lessons for students. 4

 S270451

Strategy Rationale

Providing common planning days will allow teachers to focus on creating quality differentiated instruction to meet individual student needs.

Action Step 1 5

Leadership team will create an agenda and a list of deliverables for the common planning days.

Person Responsible

Randolyn Brooke Freiburger

Schedule

Quarterly, from 8/7/2017 to 3/30/2018

Evidence of Completion

Common planning agendas, sign-in sheets, deliverables

Action Step 2 5

Leadership team will participate in the common planning days to offer support and resources.

Person Responsible

Randolyn Brooke Freiburger

Schedule

Quarterly, from 8/7/2017 to 4/27/2018

Evidence of Completion

PD agendas, sign-in sheets

Action Step 3 5

Teachers will participate in the common planning days using the provided agenda.

Person Responsible

Randolyn Brooke Freiburger

Schedule

Quarterly, from 8/7/2017 to 4/27/2018

Evidence of Completion

Completion of list of deliverables

Action Step 4 5

The teachers and paraprofessionals will implement the differentiated activities that have been planned during the common planning days.

Person Responsible

Laura Suprenard

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans, student assessment data, classroom walkthroughs

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

The leadership team will review differentiated lessons to ensure strategies are implemented.

Person Responsible

Emilio Vitulli

Schedule

Biweekly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Differentiated activities will be embedded into lesson plans

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

Leadership team will monitor student data and observe instruction that was planned for during the common planning days to ensure differentiated, standards-based instruction is meeting the needs of learners to improve student achievement.

Person Responsible

Laura Suprenard

Schedule

Quarterly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Classroom observation data, student assessment data

G2. Teachers will choose appropriate complex text and assign standards-aligned tasks; reflect and modify instructional practice based on student evidence and professional learning (District Priorities: Accelerate Student Performance and Narrow Achievement Gaps) **1**

G095071

G2.B1 Teachers lack understanding of instructional shifts of ELA standards. **2**

B255878

G2.B1.S1 A school team made up of the principal and classroom teachers will attend district PLC meetings to gain a deeper understanding of selecting complex texts and assigning standards-aligned tasks. **4**

S270452

Strategy Rationale

In order to decrease the achievement gap, teachers must have a deeper understanding of instructional shifts of ELA standards.

Action Step 1 **5**

The principal will form a Sand Lake team for the DPLC.

Person Responsible

Laura Suprenard

Schedule

On 8/1/2017

Evidence of Completion

Sand Lake team list

Action Step 2 **5**

The Sand Lake team will attend the District PLC (DPLC) sessions throughout the school year in which they will gain a deeper understanding of how to choose appropriate content specific complex text, assign standards-aligned tasks, model close reading strategies and modify instruction based on student evidence and professional learning.

Person Responsible

Laura Suprenard

Schedule

Every 6 Weeks, from 9/11/2017 to 5/15/2018

Evidence of Completion

PLC agendas/evidence of training

Action Step 3 5

The Sand Lake team will return and share knowledge gained at the DPLC within grade-level PLCs.

Person Responsible

Laura Suprenard

Schedule

Every 6 Weeks, from 9/18/2017 to 3/30/2018

Evidence of Completion

PLC agenda and classroom walkthrough data

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

The leadership team will conduct ongoing classroom observations, review student performance data and student work to determine whether teachers are making progress in choosing appropriate content specific complex texts and assigning standards-aligned tasks as well as modifying instructional practices based on student evidence and professional learning.

Person Responsible

Laura Suprenard

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Lesson plans, student work samples, classroom walkthrough data and performance data reflecting growth in mastery toward the standards

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

The leadership team will attend common planning, review lesson plans and student performance data, and conduct ongoing classroom observations to determine whether teachers' knowledge of selecting complex texts and assigning appropriate standards-aligned tasks is increasing.

Person Responsible

Randolyn Brooke Freiburger

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data, iObservation, student performance data, lesson plan reviews

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A1 A362111	The principal will form a Sand Lake team for the DPLC.	Suprenard, Laura	7/28/2017	Sand Lake team list	8/1/2017 one-time
G2.B1.S1.A3 A362113	The Sand Lake team will return and share knowledge gained at the DPLC within grade-level PLCs.	Suprenard, Laura	9/18/2017	PLC agenda and classroom walkthrough data	3/30/2018 every-6-weeks
G1.B1.S2.A1 A362107	Leadership team will create an agenda and a list of deliverables for the common planning days.	Freiberger, Randolyn Brooke	8/7/2017	Common planning agendas, sign-in sheets, deliverables	3/30/2018 quarterly
G1.B1.S2.A2 A362108	Leadership team will participate in the common planning days to offer support and resources.	Freiberger, Randolyn Brooke	8/7/2017	PD agendas, sign-in sheets	4/27/2018 quarterly
G1.B1.S2.A3 A362109	Teachers will participate in the common planning days using the provided agenda.	Freiberger, Randolyn Brooke	8/7/2017	Completion of list of deliverables	4/27/2018 quarterly
G1.B1.S1.A2 A362105	The leadership team will observe implementation of professional development and provide coaching...	Suprenard, Laura	9/11/2017	iObservation, lesson plans, unit plans, common assessments, classroom walkthroughs	5/1/2018 monthly
G2.B1.S1.A2 A362112	The Sand Lake team will attend the District PLC (DPLC) sessions throughout the school year in which...	Suprenard, Laura	9/11/2017	PLC agendas/evidence of training	5/15/2018 every-6-weeks
G1.B1.S1.A3 A362106	The leadership team will provide coaching and modeling, and instructional rounds for teachers who...	Vitulli, Emilio	9/25/2017	iObservation coaching feedback tool, coaching feedback logs, lesson plans	5/18/2018 every-3-weeks
G1.B1.S1.MA1 M386941	The leadership team will attend common planning, reviews lesson plans and student performance data...	Suprenard, Laura	9/25/2017	Lesson plans reflecting differentiated instruction, tasks are aligned to the rigor of the standard, classroom walkthrough data, iObservation data and changes in student formative and summative assessment results	5/25/2018 monthly
G1.B1.S1.MA1 M386942	The principal and assistant principal will monitor coaching feedback as well as lesson plans...	Suprenard, Laura	9/18/2017	Lesson plan feedback, coaching logs	5/25/2018 monthly
G2.B1.S1.MA1 M386946	The leadership team will attend common planning, review lesson plans and student performance data,...	Freiberger, Randolyn Brooke	10/2/2017	Classroom walkthrough data, iObservation, student performance data, lesson plan reviews	5/25/2018 biweekly
G1.MA1 M386945	The instructional coaches will conduct classroom walkthroughs to observe instruction and to review...	Suprenard, Laura	9/1/2017	classroom walkthrough data, increase in student performance data	5/30/2018 every-6-weeks
G2.MA1 M386948	The leadership team will monitor implementation of standards-aligned tasks using appropriate...	Suprenard, Laura	9/1/2017	Formative and summative assessment results, classroom observation, lesson plans	5/30/2018 monthly
G1.B1.S2.MA1 M386943	Leadership team will monitor student data and observe instruction that was planned for during the...	Suprenard, Laura	9/1/2017	Classroom observation data, student assessment data	5/30/2018 quarterly
G1.B1.S2.MA1 M386944	The leadership team will review differentiated lessons to ensure strategies are implemented.	Vitulli, Emilio	9/1/2017	Differentiated activities will be embedded into lesson plans	5/30/2018 biweekly
G2.B1.S1.MA1 M386947	The leadership team will conduct ongoing classroom observations, review student performance data...	Suprenard, Laura	10/2/2017	Lesson plans, student work samples, classroom walkthrough data and performance data reflecting growth in mastery toward the standards	5/31/2018 weekly
G1.B1.S1.A1 A362104	The leadership team will provide professional development (PD) to address strategies to effectively...	Suprenard, Laura	9/4/2017	PD artifacts, PowerPoint presentations, informational documents, lesson plans, and sign-in sheets	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A4  A362110	The teachers and paraprofessionals will implement the differentiated activities that have been...	Suprenard, Laura	8/21/2017	Lesson plans, student assessment data, classroom walkthroughs	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. Sand Lake Elementary School teachers, paraprofessionals, and administrative staff will deepen their understanding and increase the quality of differentiated instruction as it relates to the Florida Standards and meeting individual student needs across content areas and grade levels. (District Priorities: Ensure Career and College Readiness, Narrow Achievement Gaps, Provide Empowering Environments)

G1.B1 Teachers and paraprofessionals need additional knowledge and strategies to implement differentiated instruction more effectively.

G1.B1.S1 The leadership team will provide specific targeted professional development with teachers and paraprofessionals.

PD Opportunity 1

The leadership team will provide professional development (PD) to address strategies to effectively meet the needs of all students. Professional development will vary based on faculty needs.

Facilitator

Amanda Botelho, Brooke Freiburger, Judy Bransford, Noemi Munoz, Tracy Rush

Participants

all teachers and paraprofessionals at Sand Lake Elementary School

Schedule

Monthly, from 9/4/2017 to 6/1/2018

PD Opportunity 2

The leadership team will provide coaching and modeling, and instructional rounds for teachers who need additional support. Coaching and modeling support will also be provided to paraprofessionals who need support.

Facilitator

Sand Lake Leadership Team

Participants

teachers in need of additional support

Schedule

Every 3 Weeks, from 9/25/2017 to 5/18/2018

G2. Teachers will choose appropriate complex text and assign standards-aligned tasks; reflect and modify instructional practice based on student evidence and professional learning (District Priorities: Accelerate Student Performance and Narrow Achievement Gaps)

G2.B1 Teachers lack understanding of instructional shifts of ELA standards.

G2.B1.S1 A school team made up of the principal and classroom teachers will attend district PLC meetings to gain a deeper understanding of selecting complex texts and assigning standards-aligned tasks.

PD Opportunity 1

The Sand Lake team will attend the District PLC (DPLC) sessions throughout the school year in which they will gain a deeper understanding of how to choose appropriate content specific complex text, assign standards-aligned tasks, model close reading strategies and modify instruction based on student evidence and professional learning.

Facilitator

District Content Specialists

Participants

Sand Lake team for DPLC

Schedule

Every 6 Weeks, from 9/11/2017 to 5/15/2018

PD Opportunity 2

The Sand Lake team will return and share knowledge gained at the DPLC within grade-level PLCs.

Facilitator

Sand Lake team for DPLC

Participants

grade level teachers

Schedule

Every 6 Weeks, from 9/18/2017 to 3/30/2018

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	The leadership team will provide professional development (PD) to address strategies to effectively meet the needs of all students. Professional development will vary based on faculty needs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Sand Lake Elementary			\$0.00
2	G1.B1.S1.A2	The leadership team will observe implementation of professional development and provide coaching feedback.				\$0.00
3	G1.B1.S1.A3	The leadership team will provide coaching and modeling, and instructional rounds for teachers who need additional support. Coaching and modeling support will also be provided to paraprofessionals who need support.				\$0.00
4	G1.B1.S2.A1	Leadership team will create an agenda and a list of deliverables for the common planning days.				\$0.00
5	G1.B1.S2.A2	Leadership team will participate in the common planning days to offer support and resources.				\$0.00
6	G1.B1.S2.A3	Teachers will participate in the common planning days using the provided agenda.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1731 - Sand Lake Elementary	Other		\$20,000.00
			<i>Notes: Teams will utilize substitutes for common planning days in order to accomplish specific agenda tasks related to student learning and accountability.</i>			
7	G1.B1.S2.A4	The teachers and paraprofessionals will implement the differentiated activities that have been planned during the common planning days.				\$0.00
8	G2.B1.S1.A1	The principal will form a Sand Lake team for the DPLC.				\$0.00
9	G2.B1.S1.A2	The Sand Lake team will attend the District PLC (DPLC) sessions throughout the school year in which they will gain a deeper understanding of how to choose appropriate content specific complex text, assign standards-aligned tasks, model close reading strategies and modify instruction based on student evidence and professional learning.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Sand Lake Elementary			\$0.00
10	G2.B1.S1.A3	The Sand Lake team will return and share knowledge gained at the DPLC within grade-level PLCs.				\$1,500.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		500-Materials and Supplies	1731 - Sand Lake Elementary	School Improvement Funds		\$1,500.00
			<i>Notes: A Close Look At Close Reading, by Diane Lapp, Barbara Moss, Maria Grant, and Kelly Johnson</i>			
					Total:	\$21,500.00