Alachua Learning Academy Elementary

2017-18 Schoolwide Improvement Plan

Alachua Learning Academy Elementary

11100 W STATE ROAD 235, Alachua, FL 32615

http://alachualearningcenter.com/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	54%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	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 was approved by the Alachua County School Board on 10/17/2017.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Alachua Learning Academy Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We are committed to the success of every student.
ALA is a H.E.A.R.T.-based family that fosters our students' eagerness for lifelong learning, and their development of moral character and practical life skills, while preparing them to contribute as valuable members of the community.

b. Provide the school's vision statement.

We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.
Educating students to become exemplary citizens of the world with H.E.A.R.T..

2. School Environment

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

All students are regularly asked to share in spoken feedback, groups and in writing various aspects of their life experience and personal interests. Teachers track behavior, enthusiasm, productivity and academic achievement and conference with parents to gain a more comprehensive cultural background and understanding. Teachers share information during weekly staff meetings. The school Family Liaison works one-on-one with students to evaluate students personal needs and works with teachers to implement behavior strategies and accommodations.

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

The school has a full-time Family Liaison position with dedicated office facilities to oversee and acquaint all parties with matters regarding implementation of all safe-school, wellness, bullying and behavioral policies. Parent and students sign and are held responsible to follow-through on the school compact which is designed and organized with parent involvement approval. All students are educated as to behaviors, codes, and consequences with special consideration to bullying and the reporting of it. Parents are involved in all behavior issues. The school has a student safety patrol system in place. Designated staff are trained in Children Matter: Speak Up and Be Safe protocols and students, grade K-5, are presented with the program.

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.

All students are made familiar with an all-school three check classroom timeout system. Weekly teachers' meetings go over behavior issues and trends. All students are familiarized with incident reporting and consequences.
Students are positively rewarded for appropriate behavior with various privileges on a daily, weekly and quarterly basis.

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.

Teachers are advised and trained in the Positive Behavioral Interventions and Support program which is a proactive approach to establishing the behavioral supports and social culture to achieve social, emotional, and academic success. The Family Liaison is available to all students for any personal matters. Teachers refer students to the liaison office when appropriate. The school provides parents information about community resources.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 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.

N/A

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	3	2	2	0	0	0	0	0	0	0	7

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	0	0	0	0	0	0	0	0	0	0	0	

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

Students identified by the early warning system are placed in tutoring groups and within the classroom, teachers provide additional instruction. Teachers use instructional technologies in order to reinforce concepts and review previously learned materials.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 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?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/446229.

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

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

The school regularly advertises in major local magazines, is promoted in local newspaper stories and articles, invites local leaders to participate in school functions, seeks local vendor donations in kind, maintain outreach booths at local fairs and maintains a website in order to better acquaint the community-at-large as to the schools mission, facilities and successes in order to garner their support.

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
Kaseder, Jaya	Administrative Support
Rivera, Krishna	Principal

b. Duties

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

Principal - leads teams and oversees decisions made by the team to align with the best interest of the school and the child.
Instructional Specialists - Lead Teacher, grade level teacher, classroom teacher, Title 1 teachers- are responsible for meeting, determining students needs, creating plans for implementation, and following up on plans.
Psychologist, speech/language pathologist, OT, ESE specialist - as needed to provide professional input into plans and execution of services provided

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 elementary school team meets monthly with school leadership (or as needed) to review on-going process monitoring data at grade levels for instructional decisions. The data is used to identify students who are meeting or exceeding benchmarks or are at moderate risks for not meeting benchmarks. The teams identify necessary resources.
For students identified at-risk, plans are developed to provide additional support in the areas of concern. Follow-up meetings are conducted at regular intervals to review implementation and progress and to determine further needs.

Postal mailer in March/April and local media are used to promote early Kindergarten registration and school information. More information is provided to parents and students on orientation nights. Title 1 provides "School is Cool" folders and a copy of Parenting Magazine for all Head Start parents.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Seth Spellman	Business/Community
Saradiya Syer	Business/Community
Hemant Patel	Business/Community

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals.

b. Development of this school improvement plan

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

Title I Reading and Math Teacher Tutors and Lead Teacher $41,039.00 --Tile I Funding Stipends for instructional staff development for reading and math $2,00.00 --Title I Funding equipment and software $13,000.00

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
Kaseder, Jaya	Instructional Coach
Rivera, Krishna	Principal

b. Duties

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

Consistent follow-up on interventions across Tiers 1, 2, 3. Programs used to promote literacy within the school are Accelerated Reader, Smarty Ants and Achieve3000. The school also has Family Literacy Night every October.

Student work stations with accountability.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 emphasizes teamwork and collaboration from the first hiring interview to the over-all school operational design. Weekly teachers' meeting are arranged to instill and enact teacher interpersonal team work strategies.

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

Focus on teamwork throughout interview, research, orientation and mentoring processes executed by Mr. KP Rivera and Ms. Gopalanandi Romeo.

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

Ms. Gopalanandi Romeo is assigned as a teacher mentor with a focus on teamwork.

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 school is using curriculum aligned with the Florida Standards and is following the pacing guide to ensure that all standards are taught. Ms. Romeo meets with the teachers quarterly to follow up and ensure that teachers are on track.

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 meet regularly to analyze data and form groups based on this data. For example during FCIMS meetings, AIMS tests and other test results are analyzed to drive instruction for the different groups that are formed. Sometimes grouping changes based on this data and additional instruction in certain areas is added.

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:

Making sure lessons include three key components. These are student engagement, focus on deeper knowledge, and collaboration. Teachers will be asked to form personal goals reflecting the use of these strategies.

Strategy Rationale

By including these three components, students will gain a better grasp of Florida Standards as they are taught.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Rivera, Krishna, rivera@ourala.org

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

During follow up sessions and observations, teachers will demonstrate how they are using these strategies and data will be collected to see if they are reaching the goals they have set for themselves.

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, §
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.

In the spring, the school hosts a Kindergarten Round-up to introduce families of upcoming kindergarten children to Alachua Learning Academy. In addition, a Kindergarten orientation is held. A mail-out to introduce possible kindergarten children is also mailed in the spring.

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.

N/A

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

N/A

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

N/A

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. 75% of students will achieve proficiency on the Reading FSA.

G2. 75% of students will achieve proficiency on the Science FCAT.

G3. 80% of students will achieve proficiency on the Writing ELA,

G4. 75% of students will achieve proficiency on the Math FSA.

G5. Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school.

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. 75% of students will achieve proficiency on the Reading FSA. `1a`

🔑 G095807

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal `3`

- Students who are struggling readers are also reluctant readers.

- Classroom teachers have little time to help all the different levels of readers found in one classroom.

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

- Great Leaps

- Accelrated Reader from Renaissance Learning

- Achieve 3000

- Kagen Structures

Plan to Monitor Progress Toward G1. `8`

AIMS tests and Achieve 3000 assessments and reports generated from them.

Person Responsible
Krishna Rivera

Schedule
Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Reports generated from AIMS and Achieve 3000.

G2. 75% of students will achieve proficiency on the Science FCAT. `1a`

🔑 G095808

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal `3`

- Teacher does not have enough time to help students who struggle with the language as well as science concepts.

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

- STEM Activities

- New Science equipment

- Small group instruction.

Plan to Monitor Progress Toward G2. `8`

AIMS tests and classroom assessments

Person Responsible
Krishna Rivera

Schedule
Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Reports from AIMS tests and classroom grade books.

G3. 80% of students will achieve proficiency on the Writing ELA, 1a

🔑 G095809

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Students need more one on one attention to understand their writing weaknesses.
- Students have trouble with writing conventions.
- Teachers and students unfamiliar with the standardized test.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Small group instruction
- Writing Centers
- Pupil-generated published books to give students practice writing to an audience.

Plan to Monitor Progress Toward G3. 8

Students will show a gradual increase in graded writings showing fidelity to rubric.

Person Responsible
Krishna Rivera

Schedule
Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion
FCIM's facilitator meeting notes discussing writing prompt scores and grade books.

G4. 75% of students will achieve proficiency on the Math FSA. [1a]

🔑 G095810

Targets Supported [1b]

Indicator	Annual Target
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal [3]

- Lack of understanding the underlying math concepts (including but not limited to understanding what is a quart, what is multiplying, what is regrouping).

- There is little time for teachers to address the needs of all students who are on different levels of understanding math concepts.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- GO Math Common Core Interventions

- Peer to peer tutoring

- Small group instruction

- Kagen structures

- Differentiated instruction

- Spanish speaking teacher

- Hands-on manipulatives

Plan to Monitor Progress Toward G4. [8]

Pre and post test scores will be analyzed. Students who falled the post test will be given additional help.

Person Responsible
Krishna Rivera

Schedule
Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion
Lead Teacher will meet with FCIM's facilitator showing students progress from tests in math skills.

G5. Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school. `1a`

🔍 G095811

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal `3`

- Students who are chronically late.

- Parents who let their kids stay home, or bring them late.

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

- Parents who are cooperative can get their children to school on time if they are told how important it is.

- Incentives can be given to the children who have perfect attendance.

- Carpooling can help parents who struggle to get students to school on time.

Plan to Monitor Progress Toward G5. `8`

Attendance Records

Person Responsible
Krishna Rivera

Schedule
Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion
attendance records

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. 75% of students will achieve proficiency on the Reading FSA. 1

🔑 G095807

G1.B1 Students who are struggling readers are also reluctant readers. 2

🔑 B257916

G1.B1.S1 Have available in the school library good fiction and non fiction books that the students can choose from for outside reading. The books should be marked with lexile levels so the students can find books that are appropriate for them. 4

🔑 S272974

Strategy Rationale

Reading is improved by reading. Students need fun books that inspire them to read, and are not overly challenging.

Action Step 1 5

Retain Accelerated Reader in our school.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

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

Make sure all students are given ample time to choose their own books and some time in class and out of to read them.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

Chats with teachers and planning books.

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

Reading goal charts in all homerooms.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

Homeroom walk through.

G1.B2 Classroom teachers have little time to help all the different levels of readers found in one classroom. `2`

🔍 B257917

G1.B2.S1 Retain teacher to give additional reading instruction in small groups with identified students. `4`

🔍 S272975

Strategy Rationale

Working one on one with students gives them the attention they need and motivates them to work on their skills.

Action Step 1 `5`

Retain reading teacher tutor to teach in a small group or individualized setting.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

Planning books

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

Ms Consbruck's schedule will be monitored to make sure the struggling students are on her list.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Planning Books, data chats with FCIMS facilitator.

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

AIMS test results will be monitored for effectiveness.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIMS tests results.

G1.B2.S2 Use Achieve 3000, reading software that offers differentiated instruction, will give appropriate instruction to each student. 4

🔑 S272976

Strategy Rationale

By giving instruction according to the needs of the student, focus will be on what he needs to grow to the next level.

Action Step 1 5

Teachers will be given login information for Achieve 3000.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers responses and planning books.

Action Step 2 5

Trouble-shooting of software will be handled by Ms. Consbruck and then Ms. Kaseder if situation is unresolved.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teachers will self monitor and progress will be discussed at staff meetings.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monthly FCIM meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers will discuss the results of using Achieve 3000 at staff meetings. Did it meet their expectations?

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monthly FCIM meeting minutes.

G2. 75% of students will achieve proficiency on the Science FCAT. `1`

🔑 G095808

G2.B1 Teacher does not have enough time to help students who struggle with the language as well as science concepts. `2`

🔑 B257918

G2.B1.S1 Small group instruction. `4`

🔑 S272977

Strategy Rationale

There is a need for understanding English as well as science that can't be addressed by the teacher alone.

Action Step 1 `5`

Retain a teacher to design STEM activities.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

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

Feedback from classroom teachers.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

Plan books and teacher surveys.

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

AIMS Science Tests and Classroom Assessments

Person Responsible

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIMS reports and classroom grade books.

G3. 80% of students will achieve proficiency on the Writing ELA, `1`

🔑 G095809

G3.B1 Students need more one on one attention to understand their writing weaknesses. `2`

🔑 B257919

G3.B1.S1 Retain teacher to give individual help to students within small learning groups. `4`

🔑 S272978

Strategy Rationale

More individual time within the learning groups helps students write more effectively.

Action Step 1 `5`

Set up small learning groups in all grade levels.

Person Responsible

Krishna Rivera

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor student progress in writing quarterly.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

FCIMS monthly meetings and AIMS reports.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Periodic classroom writing prompts to show progress.

Person Responsible

Krishna Rivera

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Writing prompt scores and grade books.

G3.B2 Students have trouble with writing conventions. [2]

🔑 B257920

G3.B2.S1 Posters of writing conventions will be posted in classrooms and referred to by students during writing activities. [4]

🔑 S272979

Strategy Rationale

Having the conventions easily available will help the students to remember to use them util they become automatic.

Action Step 1 [5]

Posters will be made or bought.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

Classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 [6]

Posters will be seen in classrooms.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

observation, walk through

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Students will use conventions 50% to 75% more often in their writings than before posters were added.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

observation, portfolio of writings

G3.B3 Teachers and students unfamiliar with the standardized test. `2`
🔑 B257921

G3.B3.S1 Teachers must be trained in the Florida Standards especially in the writing tests. `4`
🔑 S272980

Strategy Rationale

The Florida Standards need to be understood for the teachers to be effective.

Action Step 1 `5`

Melissa Halpern will come and hold FSA Writing workshops for the teachers.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Dated sign in sheets from the seminars.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Mr. Rivera will discuss with FCIMS facilitator the effectiveness of the seminars.

Person Responsible

Krishna Rivera

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets, discussions with teachers.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Periodic writing prompt scores will be monitored.

Person Responsible

Krishna Rivera

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Writing rubric scores and monthly FCIMs data chats.

G4. 75% of students will achieve proficiency on the Math FSA. [1]

🔑 G095810

G4.B1 Lack of understanding the underlying math concepts (including but not limited to understanding what is a quart, what is multiplying, what is regrouping). [2]

🔑 B257922

G4.B1.S1 Use manipulatives at the start of math lessons with new concepts. Move from concrete to representational, to abstract levels as the students show understanding. [4]

🔑 S272981

Strategy Rationale

Understanding math can be hard if it is only presented at abstract levels.

Action Step 1 [5]

Manipulatives will be gathered as needed for math lessons with new concepts.

Person Responsible

Krishna Rivera

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans

Action Step 2 [5]

Title 1 Lead Teacher will train teachers how to include manipulatives in the classroom.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Lead Teacher will ask teachers if they are using manipulatives and if they have enough for each student.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, data chats, walk throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 [7]

Pre-tests and post-tests will be given.

Person Responsible

Krishna Rivera

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Grade book

G4.B1.S2 Talk to parents about giving students real-life experiences with the math concepts, ie quarts, multiplying etc. 4

🔍 S272982

Strategy Rationale

Some students lack real life experiences in math, how it is used in everyday life. What does a quart look like? How long is a meter?

Action Step 1 5

Teachers make a list of activities that demonstrate the math lessons for the week, that can be done at home.

Person Responsible

Krishna Rivera

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans

Action Step 2 5

Teachers communicate list with parents via classroom newsletter, website, or handouts.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

Newsletter, website, handouts etc.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Parent communications documents

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The Parent communication documents will be referenced.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

AIMS test results will be referenced.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

G4.B2 There is little time for teachers to address the needs of all students who are on different levels of understanding math concepts. [2]

🔑 B257923

G4.B2.S1 Create smaller student learning groups based on skill levels. [4]

🔑 S272983

Strategy Rationale

The teachers or aides can focus on the needs of struggling students.

Action Step 1 [5]

With the help of AIMS test results, math teachers will divide the classes into learning groups.

Person Responsible

Krishna Rivera

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Discussion with teachers.

Action Step 2 [5]

Retain math teacher tutors to lead the small groups.

Person Responsible

Krishna Rivera

Schedule

On 6/1/2018

Evidence of Completion

Teacher tutor schedule, classroom teacher plan book.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

The strategy will be monitored by checking teachers planning books.

Person Responsible

Krishna Rivera

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk through and planning books.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

AIMS test results will be checked looking for increasing scores especially for those in the small learning groups.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIMS test scores will be consulted and will be discussed in monthly FCIMs meeting data chats.

G5. Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school. 1

🔑 G095811

G5.B1 Students who are chronically late. 2

🔑 B257924

G5.B1.S1 Teachers will plan and inform students of the first activity for the next day. It should be something fun and exciting that will motivate students to come so they don't miss out. 4

🔑 S272984

Strategy Rationale

When students hear from others, the fun that they missed out on, they will be motivated to come on time.

Action Step 1 5

Teachers will plan and inform students of the first activity for the next day. It should be something fun and exciting that will motivate students to come so they don't miss out.

Person Responsible

Krishna Rivera

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Planning Book

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Teacher will monitor attendance records.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance records.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Office personnel will monitor attendance records.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

attendance records

G5.B1.S2 Offer monthly incentives to students who improve their timeliness. `4`

🔑 S272985

Strategy Rationale

Recognition of those who come on time can motivate others.

Action Step 1 `5`

Teachers will give monthly awards for attendance. It could be extra time on the computers, a classroom job that the student likes, or stickers on an attendance chart.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meetings with Lead Teacher

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Classroom observation and discussion with teachers.

Person Responsible

Krishna Rivera

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Discuss with teachers.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Compare attendance records.

Person Responsible

Jaya Kaseder

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Compare attendance records especially of students who have been chronically late.

G5.B2 Parents who let their kids stay home, or bring them late. 2

🔑 B257925

G5.B2.S1 Teachers will talk to parents about school attendance and tardies. 4

🔑 S272986

Strategy Rationale

Most parents will be motivated to get their children to school on time if they know how important it its.

Action Step 1 5

Teachers will talk to parents who's children have poor attendance records about how important it is to attend school regularly and on time.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Written record of comunications.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Communication to parents will be monitored.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Record of communications from teachers

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Attendance Records

Person Responsible

Krishna Rivera

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance records

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					
G1.MA1 M392623	AIMS tests and Achieve 3000 assessments and reports generated from them.	Rivera, Krishna	8/14/2017	Reports generated from AIMS and Achieve 3000.	6/1/2018 monthly
G2.MA1 M392626	AIMS tests and classroom assessments	Rivera, Krishna	8/14/2017	Reports from AIMS tests and classroom grade books.	6/1/2018 quarterly
G3.MA1 M392633	Students will show a gradual increase in graded writings showing fidelity to rubric.	Rivera, Krishna	8/14/2017	FCIM's facilitator meeting notes discussing writing prompt scores and grade books.	6/1/2018 quarterly
G4.MA1 M392640	Pre and post test scores will be analyzed. Students who failed the post test will be given...	Rivera, Krishna	8/14/2017	Lead Teacher will meet with FCIM's facilitator showing students progress from tests in math skills.	6/1/2018 semiannually
G5.MA1 M392647	Attendance Records	Rivera, Krishna	8/14/2017	attendance records	6/1/2018 semiannually
G1.B1.S1.MA1 M392617	Reading goal charts in all homerooms.	Rivera, Krishna	8/14/2017	Homeroom walk through.	6/1/2018 one-time
G1.B1.S1.MA1 M392618	Make sure all students are given ample time to choose their own books and some time in class and...	Rivera, Krishna	8/14/2017	Chats with teachers and planning books.	6/1/2018 one-time
G1.B1.S1.A1 A366306	Retain Accelerated Reader in our school.	Rivera, Krishna	8/14/2017		6/1/2018 one-time
G1.B2.S1.MA1 M392619	AIMS test results will be monitored for effectiveness.	Rivera, Krishna	8/14/2017	AIMS tests results.	6/1/2018 quarterly
G1.B2.S1.MA1 M392620	Ms Consbruck's schedule will be monitored to make sure the struggling students are on her list.	Rivera, Krishna	8/14/2017	Planning Books, data chats with FCIMS facilitator.	6/1/2018 quarterly
G1.B2.S1.A1 A366307	Retain reading teacher tutor to teach in a small group or individualized setting.	Rivera, Krishna	8/14/2017	Planning books	6/1/2018 one-time
G2.B1.S1.MA1 M392624	AIMS Science Tests and Classroom Assessments		8/14/2017	AIMS reports and classroom grade books.	6/1/2018 quarterly
G2.B1.S1.MA1 M392625	Feedback from classroom teachers.	Rivera, Krishna	8/14/2017	Plan books and teacher surveys.	6/1/2018 one-time
G2.B1.S1.A1 A366310	Retain a teacher to design STEM activities.	Rivera, Krishna	8/14/2017		6/1/2018 one-time
G3.B1.S1.MA1 M392627	Periodic classroom writing prompts to show progress.	Rivera, Krishna	8/14/2017	Writing prompt scores and grade books.	6/1/2018 triannually
G3.B1.S1.MA1 M392628	Monitor student progress in writing quarterly.	Rivera, Krishna	8/14/2017	FCIMS monthly meetings and AIMS reports.	6/1/2018 quarterly
G3.B1.S1.A1 A366311	Set up small learning groups in all grade levels.	Rivera, Krishna	8/14/2017		6/1/2018 semiannually
G3.B2.S1.MA1 M392629	Students will use conventions 50% to 75% more often in their writings than before posters were...	Rivera, Krishna	8/14/2017	observation, portfolio of writings	6/1/2018 one-time
G3.B2.S1.MA1 M392630	Posters will be seen in classrooms.	Rivera, Krishna	8/14/2017	observation, walk through	6/1/2018 one-time
G3.B2.S1.A1 A366312	Posters will be made or bought.	Rivera, Krishna	8/14/2017	Classroom walk-throughs.	6/1/2018 one-time
G3.B3.S1.MA1 M392631	Periodic writing prompt scores will be monitored.	Rivera, Krishna	8/14/2017	Writing rubric scores and monthly FCIMs data chats.	6/1/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1 M392632	Mr. Rivera will discuss with FCIMS facilitator the effectiveness of the seminars.	Rivera, Krishna	8/14/2017	Sign-in sheets, discussions with teachers.	6/1/2018 semiannually
G3.B3.S1.A1 A366313	Melissa Halpern will come and hold FSA Writing workshops for the teachers.	Rivera, Krishna	8/14/2017	Dated sign in sheets from the seminars.	6/1/2018 monthly
G4.B1.S1.MA1 M392634	Pre-tests and post-tests will be given.	Rivera, Krishna	8/14/2017	Grade book	6/1/2018 semiannually
G4.B1.S1.MA1 M392635	Lead Teacher will ask teachers if they are using manipulatives and if they have enough for each...	Rivera, Krishna	8/14/2017	Lesson Plans, data chats, walk throughs	6/1/2018 quarterly
G4.B1.S1.A1 A366314	Manipulatives will be gathered as needed for math lessons with new concepts.	Rivera, Krishna	8/14/2017	Lesson Plans	6/1/2018 weekly
G4.B1.S1.A2 A366315	Title 1 Lead Teacher will train teachers how to include manipulatives in the classroom.	Rivera, Krishna	8/14/2017		6/1/2018 monthly
G4.B2.S1.MA1 M392638	AIMS test results will be checked looking for increasing scores especially for those in the small...	Rivera, Krishna	8/14/2017	AIMS test scores will be consulted and will be discussed in monthly FCIMs meeting data chats.	6/1/2018 quarterly
G4.B2.S1.MA1 M392639	The strategy will be monitored by checking teachers planning books.	Rivera, Krishna	8/14/2017	Classroom walk through and planning books.	6/1/2018 semiannually
G4.B2.S1.A1 A366318	With the help of AIMS test results, math teachers will divide the classes into learning groups.	Rivera, Krishna	8/14/2017	Discussion with teachers.	6/1/2018 semiannually
G4.B2.S1.A2 A366319	Retain math teacher tutors to lead the small groups.	Rivera, Krishna	8/14/2017	Teacher tutor schedule, classroom teacher plan book.	6/1/2018 one-time
G5.B1.S1.MA1 M392641	Office personnel will monitor attendance records.	Rivera, Krishna	8/14/2017	attendance records	6/1/2018 quarterly
G5.B1.S1.MA1 M392642	Teacher will monitor attendance records.	Rivera, Krishna	8/14/2017	Attendance records.	6/1/2018 monthly
G5.B1.S1.A1 A366320	Teachers will plan and inform students of the first activity for the next day. It should be...	Rivera, Krishna	8/14/2017	Planning Book	6/1/2018 daily
G5.B2.S1.MA1 M392645	Attendance Records	Rivera, Krishna	8/14/2017	Attendance records	6/1/2018 semiannually
G5.B2.S1.MA1 M392646	Communication to parents will be monitored.	Rivera, Krishna	8/14/2017	Record of communications from teachers	6/1/2018 quarterly
G5.B2.S1.A1 A366322	Teachers will talk to parents who's children have poor attendance records about how important it is...	Rivera, Krishna	8/14/2017	Written record of comunications.	6/1/2018 quarterly
G1.B2.S2.MA1 M392621	Teachers will discuss the results of using Achieve 3000 at staff meetings. Did it meet their...	Rivera, Krishna	8/14/2017	Monthly FCIM meeting minutes.	6/1/2018 quarterly
G1.B2.S2.MA1 M392622	Teachers will self monitor and progress will be discussed at staff meetings.	Rivera, Krishna	8/14/2017	Monthly FCIM meeting minutes.	6/1/2018 quarterly
G1.B2.S2.A1 A366308	Teachers will be given login information for Achieve 3000.	Rivera, Krishna	8/14/2017	Teachers responses and planning books.	6/1/2018 quarterly
G1.B2.S2.A2 A366309	Trouble-shooting of software will be handled by Ms. Consbruck and then Ms. Kaseder if situation is...	Rivera, Krishna	8/14/2017		6/1/2018 one-time
G4.B1.S2.MA1 M392636	AIMS test results will be referenced.	Rivera, Krishna	8/14/2017		6/1/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1 🔍 M392637	Parent communications documents	Rivera, Krishna	8/14/2017	The Parent communication documents will be referenced.	6/1/2018 quarterly
G4.B1.S2.A1 🔍 A366316	Teachers make a list of activities that demonstrate the math lessons for the week, that can be done...	Rivera, Krishna	8/14/2017	Lesson Plans	6/1/2018 weekly
G4.B1.S2.A2 🔍 A366317	Teachers communicate list with parents via classroom newsletter, website, or handouts.	Rivera, Krishna	8/14/2017	Newsletter, website, handouts etc.	6/1/2018 one-time
G5.B1.S2.MA1 🔍 M392643	Compare attendance records.	Kaseder, Jaya	8/14/2017	Compare attendance records especially of students who have been chronically late.	6/1/2018 semiannually
G5.B1.S2.MA1 🔍 M392644	Classroom observation and discussion with teachers.	Rivera, Krishna	8/14/2017	Discuss with teachers.	6/1/2018 semiannually
G5.B1.S2.A1 🔍 A366321	Teachers will give monthly awards for attendance. It could be extra time on the computers, a...	Rivera, Krishna	8/14/2017	Meetings with Lead Teacher	6/1/2018 monthly

V. Professional Development Opportunities

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

G3. 80% of students will achieve proficiency on the Writing ELA,

G3.B3 Teachers and students unfamiliar with the standardized test.

G3.B3.S1 Teachers must be trained in the Florida Standards especially in the writing tests.

PD Opportunity 1

Melissa Halpern will come and hold FSA Writing workshops for the teachers.

Facilitator

Participants

All teachers and other classroom resource staff.

Schedule

Monthly, from 8/14/2017 to 6/1/2018

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	Retain Accelerated Reader in our school.				$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0957 - Alachua Learning Academy Elementary	Title I, Part A		$2,100.00
			Notes: Retain Accelerated Reader			
2	G1.B2.S1.A1	**Retain reading teacher tutor to teach in a small group or individualized setting.**				**$22,787.25**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0957 - Alachua Learning Academy Elementary	Title I, Part A		$22,787.25
3	G1.B2.S2.A1	**Teachers will be given login information for Achieve 3000.**				**$0.00**
4	G1.B2.S2.A2	**Trouble-shooting of software will be handled by Ms. Consbruck and then Ms. Kaseder if situation is unresolved.**				**$0.00**
5	G2.B1.S1.A1	**Retain a teacher to design STEM activities.**				**$14,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0957 - Alachua Learning Academy Elementary	General Fund		$14,000.00
			Notes: Retain teacher to help students in Science.			
6	G3.B1.S1.A1	**Set up small learning groups in all grade levels.**				**$0.00**
7	G3.B2.S1.A1	**Posters will be made or bought.**				**$0.00**
8	G3.B3.S1.A1	**Melissa Halpern will come and hold FSA Writing workshops for the teachers.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0957 - Alachua Learning Academy Elementary	Title I, Part A		$0.00
			Notes: Ms Jaya Kaseder to help analyze the effectiveness of training and as FCIMS facilitator			
9	G4.B1.S1.A1	**Manipulatives will be gathered as needed for math lessons with new concepts.**				**$0.00**
10	G4.B1.S1.A2	**Title 1 Lead Teacher will train teachers how to include manipulatives in the classroom.**				**$1,106.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$1,106.00

		Notes: Ms Jaya Kaseder $1105.57				
11	G4.B1.S2.A1	Teachers make a list of activities that demonstrate the math lessons for the week, that can be done at home.				$0.00
12	G4.B1.S2.A2	Teachers communicate list with parents via classroom newsletter, website, or handouts.				$0.00
13	G4.B2.S1.A1	With the help of AIMS test results, math teachers will divide the classes into learning groups.				$0.00
14	G4.B2.S1.A2	Retain math teacher tutors to lead the small groups.				$17,090.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0957 - Alachua Learning Academy Elementary	Title I, Part A		$17,090.00

15	G5.B1.S1.A1	Teachers will plan and inform students of the first activity for the next day. It should be something fun and exciting that will motivate students to come so they don't miss out.	$0.00
16	G5.B1.S2.A1	Teachers will give monthly awards for attendance. It could be extra time on the computers, a classroom job that the student likes, or stickers on an attendance chart.	$0.00
17	G5.B2.S1.A1	Teachers will talk to parents who's children have poor attendance records about how important it is to attend school regularly and on time.	$0.00
		Total:	$57,083.25