

Wyomina Park Elementary School



2017-18 Schoolwide Improvement Plan

Wyomina Park Elementary School

511 NE 12TH AVE, Ocala, FL 34470

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	F	D	C*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Wyomina Park Elementary School

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.

Wyomina Park Elementary strives for excellence!

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Wyomina Park is a PBS school. Protocol is reviewed during preplanning week and systematically followed by the Deans. Use of PBIS currency is encouraged by teacher signatures on currency and drawings for prizes. School wide expectations are posted for classrooms, hallways, buses, cafeteria, restrooms and carline. The school also utilizes the MTSS protocol when needed for Tier II and Tier III students.

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

The Leadership team reviews students who demonstrate a need for counseling and mentoring on a weekly basis. Students are placed into small counseling groups according to need. Some students require a check-in/check-out process throughout the day (for mentoring or a part of a specific behavior plan). Specific members of the staff are utilized for the check-in/check-out process based on the relationship they have with the student(s). At risk students participate in a mentoring program championed by the Guidance Counselor. Those students are chosen based on MTSS identification, Tier 2 or Tier 3, in academics and behavior. The students in Tier 3 for behavior are also enrolled in the Second Steps program.

3. Early Warning Systems

The school's response to this section may 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.

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	24	16	25	19	13	0	0	0	0	0	0	0	104
One or more suspensions	0	12	14	13	11	11	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	10	2	10	35	25	0	0	0	0	0	0	0	82
Level 1 on statewide assessment	0	0	0	21	0	1	0	0	0	0	0	0	0	22
Mobility	0	4	6	16	13	13	0	0	0	0	0	0	0	52
Retention	0	0	0	0	6	1	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	2	5	16	12	11	0	0	0	0	0	0	0	46

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

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

B. Family and Community Engagement

The school's response to this section may 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?

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/421721>.

2. Description

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Baxley, Joy	Principal
Hughes, Jolene	Administrative Support
Jones, Tim	Assistant Principal
Cino, Michelle	Assistant Principal
Taylor, Vonitra	Dean
McCall, Emmanuel	Dean
Frey, Keana	Instructional Coach
Howell, Margaret	Instructional Coach
Mesnick, Cassandra	School Counselor
Haworth, Angelique	Instructional Coach

b. Duties

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

Joy Baxley, Principal - provides leadership, input and overall guidance to the group.
Michelle Cino and Tim Jones, Assistant Principals - provide overall input (academic and behavioral) and ensure the meeting is streamlined. Ensure the PMP is being adhered to, followed and monitored.
Cassandra Mesnick, Guidance Counselor – Parent Liaison regarding status of PMP, testing, etc.
Facilitates the meeting with the Principal or Assistant Principals. Also offers insight towards emotional well-being of students.
Candace Scott, School Psychologist – Data interpretation, facilitator (when needed), conducts formal and informal student observations, conducts testing.
Emily Giovanelli, Social Worker – provides input on outside factors that may impact student learning and behavior.
Emmanuel McCall and Vonitra Taylor, Deans – facilitate behavior PMPs and SATs, offer insight to child behaviors, recommend behavioral interventions; monitor programs in place for behavior cases.
Gina Gazzaniga, ESE Specialist – reports test results and offers behavioral interventions, monitors all things ESE
Classroom teachers – write the PMPs, meets with the Assistant Principal & Principal, provides interventions, reports intervention progress.
Angel Haworth, CAS Reading Coach- provides input on literacy instructional strategies.
Keana Frey, CAS Math Coach- Provides input on Math instructional strategies.
Marty Howell, CAS, Science Coach - Provides input on Science Instructional Strategies

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

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

Step 1: Problem Identification – identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring
Step 3: Intervention Design - decide what is going to be done about the problem
Step 4: Response to Intervention –Monitor progress and determine “Is it working?”

Title I, Part A

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

Specifically:

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

Title I, Part C- Migrant

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

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

Title II – Part A: - District provides staff development activities to improve basic educational programs

and to assist administrators and teachers in meeting highly qualified status.

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

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

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

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for student identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Joy Baxley	Principal
Kristi Barberie	Teacher
Devon Finch	Parent
Melissa Flynn	Parent
Deans Taylor and McCall	Teacher
Assistant Principals CIno and Jones	Education Support Employee
John Paglia	Business/Community
Lorraine Fuller	Teacher
Amy Hans	Teacher
Jennifer Hutchinson	Parent
Ingrid Madriz	Parent
Bonnie Rodriguez	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

-Goals will be continued through the 2017-2018 SY. An added component will involve planning that is more deliberate and more aligned with the standards. Data from state results indicate improvement needed in all areas tested.

b. Development of this school improvement plan

School data was shared with the SAC and a review of the current plan was done. SAC members provided input on areas that needed to be targeted in the 2017-2018 plan. Principal and Assistant Principal addressed areas of concern brought up by the members and a plan was discussed to address the areas that data indicated we needed to address.

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

Leadership team met in the Summer of 2017 to determine programs to continue and programs to eliminate. Several new activities and expenditures were discussed and written into the plan.

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

School Improvement Funds do not exist for SY 2017-2018

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

No

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

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Baxley, Joy	Principal
Cino, Michelle	Assistant Principal
Jones, Tim	Assistant Principal
Haworth, Angelique	Instructional Coach

b. Duties

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

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

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

D. Public and Collaborative Teaching

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

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

The 2017-2018 master schedule was revised to provide teachers time to meet as grade levels weekly for planning, understanding standards, and analyzing data to make instructional decisions with the greatest impact for each student. Faculty meetings will be utilized to provide quality professional development, examine highly effective teaching strategies, and align them with the teacher evaluation rubric. Teachers will also analyze school wide data during their faculty meetings to continue the mission of Wyomina Park Elementary.

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

Strategy: Extended School Day

Minutes added to school year: 7,200

We will have 2 MTSS blocks each day, 45 minutes each, so support kids in Tier 2 and Tier 3 reading and math, as well as provide opportunities for enrichment.

Strategy Rationale

More time spent in small group intervention will increase the number of proficient students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Baxley, Joy, joy.baxley@marion.k12.fl.us

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

iReady diagnostic and growth monitoring data will be used to determine the effectiveness of the interventions.

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.

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

b. College and Career Readiness

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

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

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

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

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

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

STEM activities are taught and completed in grades three through five classrooms, where the teachers are content specific. Our science CAS provides support and materials.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

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

II. Needs Assessment

The school's completion of this 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers implement highly effective strategies to plan and deliver standards based lessons to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement.
- G2.** If parents receive training in supporting students academically at home, student achievement will increase.

Strategic Goals Detail

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

G1. If teachers implement highly effective strategies to plan and deliver standards based lessons to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement. 1a

G095855

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	45.0
Math Gains	50.0
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of time and support for collaborative planning at grade levels.
- Students who are non-proficient in Math lack mastery of basic math skills and the ability to apply them in problem solving.
- The teachers lack professional development in strategies that focus on closing the achievement gap.
- Students lack positive connections with adults and strategies to respond appropriately to socio-emotional stresses

Resources Available to Help Reduce or Eliminate the Barriers 2

- Content Area Specialists who support initial instruction through attending district trainings then facilitate collaborative meetings with teachers in that subject area/grade level. Professional development is also available related to use of data to close the achievement gap with a focus on increasing learning gains.

Plan to Monitor Progress Toward G1. 8

We will arrange and attend weekly collaborative planning meetings to develop standards based lessons for ELA, Math and Science, as well as deliver some professional development.

Person Responsible

Joy Baxley

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Lesson plans, collaborative planning sheets, PD sign in sheets, observation data in TNL as regards Domains 1 (Planning) and 3 (Instruction), iReady data , district math and ELA data, CSMA, QSMA

G2. If parents receive training in supporting students academically at home, student achievement will increase. 1a

G095856

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	41.0

Targeted Barriers to Achieving the Goal 3

- Parents lack training in supporting students academically at home.
- Parents lack an effective means of regular communication with schools.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parents training events will provide training for parents in providing academics supports at home and school compacts and planners will provide an effective means of communication.

Plan to Monitor Progress Toward G2. 8

Admin team will meet regularly to examine and discuss student data, teachers will monitor student data in collaborative planning meetings.

Person Responsible

Joy Baxley

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student data, admin team meeting agendas, collaborative planning sheets

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

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers implement highly effective strategies to plan and deliver standards based lessons to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement. 1

G095855

G1.B1 Lack of time and support for collaborative planning at grade levels. 2

B258021

G1.B1.S1 Provide support to teachers through training and collaborative planning sessions for developing a meaningful delivery plan for standards based lessons. 4

S273126

Strategy Rationale

If teachers receive support with collaborative planning, they will be able to plan and deliver standards based lessons that support increased student achievement..

Action Step 1 5

Create a professional development calendar to schedule differentiated training for the teachers taking place on early release days and support during weekly collaboration meetings.

Person Responsible

Joy Baxley

Schedule

On 9/25/2017

Evidence of Completion

Calendar

Action Step 2 5

Deliver PD according to calendar on early release days

Person Responsible

Joy Baxley

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Sign in sheet for early release days

Action Step 3 5

Schedule and support weekly collaborative planning sessions

Person Responsible

Michelle Cino

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Completed grade level planning sheets

Action Step 4 5

Schedule and provide curriculum focused PD

Person Responsible

Tim Jones

Schedule

Quarterly, from 8/23/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, PD calendar

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

Principal, Assistant Principal and Content Area Specialist will regularly monitor and facilitate collaborative meetings.

Person Responsible

Joy Baxley

Schedule

Weekly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Completed grade level collaborative planning sheets

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

Classroom walk throughs and lesson plan checks will be conducted to ensure teachers deliver standards based lessons according to the collaborative plans.

Person Responsible

Joy Baxley

Schedule

Biweekly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Walk Through data in TNL and lesson plans.

G1.B2 Students who are non-proficient in Math lack mastery of basic math skills and the ability to apply them in problem solving. 2

 B258022

G1.B2.S1 Provide teachers with training in teaching basic math skills. 4

 S273127

Strategy Rationale

Students who have mastered basic grade level math skills are better able to problem solve increasingly complex mathematical problems..

Action Step 1 5

Provide PD in Number Talks.

Person Responsible

Keana Frey

Schedule

Semiannually, from 8/2/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, collaborative meetings

Action Step 2 5

Provide PD in using Acaletics Quik Plks

Person Responsible

Joy Baxley

Schedule

On 9/27/2017

Evidence of Completion

PD sign in sheets, PD calendar

Action Step 3 5

Provide iReady PD

Person Responsible

Michelle Cino

Schedule

Quarterly, from 9/20/2017 to 4/30/2018

Evidence of Completion

Sign in sheets, PD Calendar

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

Observations

Person Responsible

Joy Baxley

Schedule

Monthly, from 8/2/2017 to 5/31/2018

Evidence of Completion

Use of QuikPiks in math class, lesson plans

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

Data from district math assessments, classroom observation

Person Responsible

Joy Baxley

Schedule

Quarterly, from 9/28/2017 to 5/31/2018

Evidence of Completion

Math data will be comparable to similar schools, quarterly domain 3 observations, iReady data

G1.B3 The teachers lack professional development in strategies that focus on closing the achievement gap.

2

 B258023

G1.B3.S1 Teachers need assistance in planning standards based science lessons and support in obtaining needed science materials. 4

 S273128

Strategy Rationale

Assistance in planning for effective science lessons with the correct equipment and materials will increase the number of students who are proficient on the state science assessment.

Action Step 1 5

Science CAS will attend weekly collaborative planning meetings and assist with the planning of standards based tier 1 lessons

Person Responsible

Margaret Howell

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Lesson plans, completed collaborative planning sheets

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

Attend collaborative planning and observe CAS

Person Responsible

Michelle Cino

Schedule

Quarterly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Completed collaborative planning sheets, science lesson plans

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

Check lesson plans, TNL observations

Person Responsible

Michelle Cino

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Data on district science assessments

G1.B4 Students lack positive connections with adults and strategies to respond appropriately to socio-emotional stresses **2**

 B258024

G1.B4.S1 Develop and consistently implement a school-wide Positive Behavior Support System **4**

 S273129

Strategy Rationale

If staff members implement a school wide Positive Behavior Support System, then the school climate will improve

Action Step 1 **5**

Conduct faculty review of schoolwide PBS plan

Person Responsible

Tim Jones

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Back to school week agenda

Action Step 2 **5**

Post school wide expectations in each class and other locations across campus

Person Responsible

Vonitra Taylor

Schedule

On 8/14/2017

Evidence of Completion

Posters all over campus

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

PBS meetings to monitor data and plan events

Person Responsible

Tim Jones

Schedule

Monthly, from 9/13/2017 to 5/31/2018

Evidence of Completion

Calendar invite to PBIS Committee

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review discipline data by location, action, grade level, and teacher, and demographics

Person Responsible

Joy Baxley

Schedule

Weekly, from 7/17/2017 to 5/31/2018

Evidence of Completion

Discipline data pivot tables

G2. If parents receive training in supporting students academically at home, student achievement will increase.


1

 G095856

G2.B1 Parents lack training in supporting students academically at home. 2

 B258025

G2.B1.S1 Provide training for parents in how to support students academically at home. 4

 S273130

Strategy Rationale

If parents know how to support students and provide the needed support, students achievement will increase.

Action Step 1 5

Provide training in how to support students in science fair participation.

Person Responsible

Margaret Howell

Schedule

On 10/19/2017

Evidence of Completion

Sign in sheets

Action Step 2 5

Provide training for K parents in helping students master grade level skills

Person Responsible

Joy Baxley

Schedule

On 9/28/2017

Evidence of Completion

Sign in sheets for K Open House, program for ToolKit presentation

Action Step 3 5

Provide parent training in supporting students in state test preparation

Person Responsible

Michelle Cino

Schedule

On 2/1/2018

Evidence of Completion

Sign in sheets, training agenda

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

Schedule, publicize and conduct parent trainings

Person Responsible

Joy Baxley

Schedule

Semiannually, from 9/28/2017 to 5/31/2018

Evidence of Completion

Calendar, flyer and sign in sheets

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

K teacher survey, monitor science test scores and FSA scores

Person Responsible

Joy Baxley

Schedule

Semiannually, from 9/28/2017 to 5/31/2018

Evidence of Completion

survey results, science assessment data in scientific method strand

G2.B2 Parents lack an effective means of regular communication with schools. **2**

 B258026

G2.B2.S1 Provide compacts with clear expectations for all stakeholders, and provide planners for regular communication. **4**

 S273131

Strategy Rationale

This will provide for an effective means of regular home-school communication.

Action Step 1 **5**

Provide students with planners

Person Responsible

Tim Jones

Schedule

On 5/31/2018

Evidence of Completion

Panners are distributed and used

Action Step 2 **5**

Provide and explain compacts to communicate expectations for all stakeholders.

Person Responsible

Joy Baxley

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Signed compacts

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

Monitor use of planners and return of completed compacts

Person Responsible

Joy Baxley

Schedule

On 5/31/2018

Evidence of Completion

Used planners and completed signed compacts

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

Parent survey about home school communication distributed at school events

Person Responsible

Joy Baxley

Schedule

Semiannually, from 9/25/2017 to 5/31/2018











Evidence of Completion

Completed surveys

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.B4.S1.A2 A366575	Post school wide expectations in each class and other locations across campus	Taylor, Vonitra	8/14/2017	Posters all over campus	8/14/2017 one-time
G1.B1.S1.A1 A366566	Create a professional development calendar to schedule differentiated training for the teachers...	Baxley, Joy	8/3/2017	Calendar	9/25/2017 one-time
G1.B2.S1.A2 A366571	Provide PD in using Acaletics Quik Plks	Baxley, Joy	9/27/2017	PD sign in sheets, PD calendar	9/27/2017 one-time
G2.B1.S1.A2 A366577	Provide training for K parents in helping students master grade level skills	Baxley, Joy	9/28/2017	Sign in sheets for K Open House, program for ToolKit presentation	9/28/2017 one-time
G2.B1.S1.A1 A366576	Provide training in how to support students in science fair participation.	Howell, Margaret	10/19/2017	Sign in sheets	10/19/2017 one-time
G2.B1.S1.A3 A366578	Provide parent training in supporting students in state test preparation	Cino, Michelle	2/1/2018	Sign in sheets, training agenda	2/1/2018 one-time
G1.B2.S1.A3 A366572	Provide iReady PD	Cino, Michelle	9/20/2017	Sign in sheets, PD Calendar	4/30/2018 quarterly
G1.MA1 M392953	We will arrange and attend weekly collaborative planning meetings to develop standards based...	Baxley, Joy	8/1/2017	Lesson plans, collaborative planning sheets, PD sign in sheets, observation data in TNL as regards Domains 1 (Planning) and 3 (Instruction), iReady data , district math and ELA data, CSMA, QSMA	5/31/2018 weekly
G2.MA1 M392958	Admin team will meet regularly to examine and discuss student data, teachers will monitor student...	Baxley, Joy	8/14/2017	Student data, admin team meeting agendas, collaborative planning sheets	5/31/2018 weekly
G1.B1.S1.MA1 M392945	Classroom walk throughs and lesson plan checks will be conducted to ensure teachers deliver...	Baxley, Joy	8/3/2017	Walk Through data in TNL and lesson plans.	5/31/2018 biweekly
G1.B1.S1.MA1 M392946	Principal, Assistant Principal and Content Area Specialist will regularly monitor and facilitate...	Baxley, Joy	8/3/2017	Completed grade level collaborative planning sheets	5/31/2018 weekly
G1.B1.S1.A2 A366567	Deliver PD according to calendar on early release days	Baxley, Joy	8/21/2017	Sign in sheet for early release days	5/31/2018 monthly
G1.B1.S1.A3 A366568	Schedule and support weekly collaborative planning sessions	Cino, Michelle	8/28/2017	Completed grade level planning sheets	5/31/2018 weekly
G1.B1.S1.A4 A366569	Schedule and provide curriculum focused PD	Jones, Tim	8/23/2017	Sign in sheets, PD calendar	5/31/2018 quarterly
G1.B2.S1.MA1 M392947	Data from district math assessments, classroom observation	Baxley, Joy	9/28/2017	Math data will be comparable to similar schools, quarterly domain 3 observations, iReady data	5/31/2018 quarterly
G1.B2.S1.MA1 M392948	Observations	Baxley, Joy	8/2/2017	Use of QuikPiks in math class, lesson plans	5/31/2018 monthly
G1.B2.S1.A1 A366570	Provide PD in Number Talks.	Frey, Keana	8/2/2017	Sign in sheets, collaborative meetings	5/31/2018 semiannually
G1.B3.S1.MA1 M392949	Check lesson plans, TNL observations	Cino, Michelle	9/25/2017	Data on district science assessments	5/31/2018 quarterly
G1.B3.S1.MA1 M392950	Attend collaborative planning and observe CAS	Cino, Michelle	9/18/2017	Completed collaborative planning sheets, science lesson plans	5/31/2018 quarterly

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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.B3.S1.A1  A366573	Science CAS will attend weekly collaborative planning meetings and assist with the planning of...	Howell, Margaret	9/18/2017	Lesson plans, completed collaborative planning sheets	5/31/2018 weekly
G1.B4.S1.MA1  M392951	Review discipline data by location, action, grade level, and teacher, and demographics	Baxley, Joy	7/17/2017	Discipline data pivot tables	5/31/2018 weekly
G1.B4.S1.MA1  M392952	PBS meetings to monitor data and plan events	Jones, Tim	9/13/2017	Calendar invite to PBIS Committee	5/31/2018 monthly
G1.B4.S1.A1  A366574	Conduct faculty review of schoolwide PBS plan	Jones, Tim	8/10/2017	Back to school week agenda	5/31/2018 monthly
G2.B1.S1.MA1  M392954	K teacher survey, monitor science test scores and FSA scores	Baxley, Joy	9/28/2017	survey results, science assessment data in scientific method strand	5/31/2018 semiannually
G2.B1.S1.MA1  M392955	Schedule, publicize and conduct parent trainings	Baxley, Joy	9/28/2017	Calendar, flyer and sign in sheets	5/31/2018 semiannually
G2.B2.S1.MA1  M392956	Parent survey about home school communication distributed at school events	Baxley, Joy	9/25/2017	Completed surveys	5/31/2018 semiannually
G2.B2.S1.MA1  M392957	Monitor use of planners and return of completed compacts	Baxley, Joy	9/25/2017	Used planners and completed signed compacts	5/31/2018 one-time
G2.B2.S1.A1  A366579	Provide students with planners	Jones, Tim	8/14/2017	Panners are distributed and used	5/31/2018 one-time
G2.B2.S1.A2  A366580	Provide and explain compacts to communicate expectations for all stakeholders.	Baxley, Joy	9/25/2017	Signed compacts	5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. If teachers implement highly effective strategies to plan and deliver standards based lessons to support Tier 1 instruction in all subject areas, then the quality of instruction will improve resulting in increased student achievement.

G1.B1 Lack of time and support for collaborative planning at grade levels.

G1.B1.S1 Provide support to teachers through training and collaborative planning sessions for developing a meaningful delivery plan for standards based lessons.

PD Opportunity 1

Deliver PD according to calendar on early release days

Facilitator

CASs, Chris Sandy, AP's

Participants

classroom teachers and paraprofessionals

Schedule

Monthly, from 8/21/2017 to 5/31/2018

PD Opportunity 2

Schedule and support weekly collaborative planning sessions

Facilitator

CAS's, AP's

Participants

classroom teachers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

PD Opportunity 3

Schedule and provide curriculum focused PD

Facilitator

Lisa Collum, iReady trainers, Chris Sandy

Participants

classroom teachers

Schedule

Quarterly, from 8/23/2017 to 5/31/2018

G1.B2 Students who are non-proficient in Math lack mastery of basic math skills and the ability to apply them in problem solving.

G1.B2.S1 Provide teachers with training in teaching basic math skills.

PD Opportunity 1

Provide PD in Number Talks.

Facilitator

Michelle Cino, Keana Frey

Participants

Teachers

Schedule

Semiannually, from 8/2/2017 to 5/31/2018

PD Opportunity 2

Provide PD in using Acaletics Quik Plks

Facilitator

Chris Sandy

Participants

classroom teachers

Schedule

On 9/27/2017

PD Opportunity 3

Provide iReady PD

Facilitator

iReady trainers

Participants

classroom teachers

Schedule

Quarterly, from 9/20/2017 to 4/30/2018

G1.B4 Students lack positive connections with adults and strategies to respond appropriately to socio-emotional stresses

G1.B4.S1 Develop and consistently implement a school-wide Positive Behavior Support System

PD Opportunity 1

Conduct faculty review of schoolwide PBS plan

Facilitator

TIm Jones AP

Participants

faculty

Schedule

Monthly, from 8/10/2017 to 5/31/2018

G2. If parents receive training in supporting students academically at home, student achievement will increase.

G2.B1 Parents lack training in supporting students academically at home.

G2.B1.S1 Provide training for parents in how to support students academically at home.

PD Opportunity 1

Provide training in how to support students in science fair participation.

Facilitator

Science CAS

Participants

Parents

Schedule

On 10/19/2017

PD Opportunity 2

Provide training for K parents in helping students master grade level skills

Facilitator

K team, CAS's

Participants

K parents

Schedule

On 9/28/2017

PD Opportunity 3

Provide parent training in supporting students in state test preparation

Facilitator

Cino, Jones

Participants

parents of students in grades 3-5

Schedule

On 2/1/2018

VI. Technical Assistance Items

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

G2. If parents receive training in supporting students academically at home, student achievement will increase.

G2.B2 Parents lack an effective means of regular communication with schools.

G2.B2.S1 Provide compacts with clear expectations for all stakeholders, and provide planners for regular communication.

TA Opportunity 1

Provide students with planners

Facilitator

AP's

Participants

students and parents

Schedule

On 5/31/2018

TA Opportunity 2

Provide and explain compacts to communicate expectations for all stakeholders.

Facilitator

teachers and administrators

Participants

parents and students

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	Create a professional development calendar to schedule differentiated training for the teachers taking place on early release days and support during weekly collaboration meetings.				\$276,587.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0431 - Wyomina Park Elementary School	Title I, Part A		\$276,587.00
			Notes: Paraprofessionals			

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2	G1.B1.S1.A2	Deliver PD according to calendar on early release days				\$57,544.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0431 - Wyomina Park Elementary School			\$57,544.00
			<i>Notes: ELA CAS</i>			
3	G1.B1.S1.A3	Schedule and support weekly collaborative planning sessions				\$0.00
4	G1.B1.S1.A4	Schedule and provide curriculum focused PD				\$14,086.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3100	300-Purchased Services	0431 - Wyomina Park Elementary School	Title, I Part A		\$14,086.00
			<i>Notes: Top Score PD, materials, subs for training days</i>			
5	G1.B2.S1.A1	Provide PD in Number Talks.				\$58,771.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0431 - Wyomina Park Elementary School	Title, I Part A		\$58,771.00
			<i>Notes: Math CAS</i>			
6	G1.B2.S1.A2	Provide PD in using Acaletics Quik Plks				\$11,579.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0431 - Wyomina Park Elementary School	Title, I Part A		\$11,579.00
			<i>Notes: Acaletics material and PD</i>			
7	G1.B2.S1.A3	Provide iReady PD				\$22,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3600	300-Purchased Services	0431 - Wyomina Park Elementary School	Title, I Part A		\$22,350.00
			<i>Notes: IReady Math Toolbox, Instruction and PD</i>			
8	G1.B3.S1.A1	Science CAS will attend weekly collaborative planning meetings and assist with the planning of standards based tier 1 lessons				\$67,513.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0431 - Wyomina Park Elementary School	Title, I Part A		\$67,513.00
			<i>Notes: Science CAS</i>			
9	G1.B4.S1.A1	Conduct faculty review of schoolwide PBS plan				\$0.00
10	G1.B4.S1.A2	Post school wide expectations in each class and other locations across campus				\$0.00

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11	G2.B1.S1.A1	Provide training in how to support students in science fair participation.				\$1,740.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	239-Other	0431 - Wyomina Park Elementary School	Title, I Part A		\$1,740.00
			<i>Notes: Supplies and materials, trainers for demonstrations, pizza and cookies and water</i>			
12	G2.B1.S1.A2	Provide training for K parents in helping students master grade level skills				\$0.00
13	G2.B1.S1.A3	Provide parent training in supporting students in state test preparation				\$1,139.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	239-Other	0431 - Wyomina Park Elementary School	Title, I Part A		\$1,139.00
			<i>Notes: Trainers fees</i>			
14	G2.B2.S1.A1	Provide students with planners				\$2,198.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	239-Other	0431 - Wyomina Park Elementary School	Title, I Part A		\$2,198.00
			<i>Notes: Planners</i>			
15	G2.B2.S1.A2	Provide and explain compacts to communicate expectations for all stakeholders.				\$166.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	239-Other	0431 - Wyomina Park Elementary School	Title, I Part A		\$166.00
			<i>Notes: Compacts</i>			
Total:						\$513,673.00