

Marion County Public Schools

Hammett Bowen Jr. Elementary School



2017-18 Schoolwide Improvement Plan

Hammett Bowen Jr. Elementary School

4397 SW 95TH ST, Ocala, FL 34476

[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	54%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 Hammett Bowen Jr. 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.

At Hammett L. Bowen Jr. Elementary, our mission is to build a school that will focus on success; a school that celebrates diversity while strengthening the common thread that binds us. Hammett L. Bowen Jr. Elementary school will become a model for a strong school and community program dedicated to building the "whole child".

b. Provide the school's vision statement.

Vision Statement

Hammett L. Bowen Jr. Elementary will provide an educationally rich environment where each individual of the school community is valued, respected, and encouraged to reach his/her fullest potential as a productive citizen.

2. School Environment

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

- We begin the school year by each teacher personally contacting each student's family to begin building that relationship with a positive contact and to gather information regarding students' cultures.
- Each teacher conducts "get to know you" activities the first week of school to gather further information from the student and to determine each student's interests to further build that relationship.
- Parent Involvement activities throughout the year, beginning with orientation and open house, help build those relationships.

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

We provide students with a safe environment by

- Ensuring adequate supervision at all times.
- Teaching, modeling and reinforcing school-wide behavioral expectations throughout the school year.
- Planning thoroughly and conducting practice drills to respond to emergency situations that may occur including fire, weather, weapon on campus, dangerous person on campus, bomb threat, etc.
- Establishing a discipline committee and meeting regularly for the purpose of examining policy, procedures, and making recommendations for changes based on data gathered throughout the school year.

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.

- School-wide expectations are broken down by what those expectations look like in classrooms, in the cafeteria, in the restrooms, on the PE field, in the hallways, recess, and on the school bus.
- School-wide expectations are discussed and modeled in the classrooms and are the basis for classroom procedures.
- School-wide expectations are modeled on the morning news show.
- School-wide expectations are shared with parents and parents are encouraged to help reinforce those expectations both at school and at home.
- Following school-wide expectations has defined positive consequences students can look forward to.
- Not following school-wide expectations has defined negative consequences students know to expect when they choose not to follow them.
- Staff receives training at the beginning of each school year and then as needed at least quarterly to address consistency issues throughout the year.

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.

- Counseling is made available for students referred to the guidance office by the parent, by the teacher or by anyone working with children and see they are struggling through social issues.
- Anti-bullying processes and procedures are in place, are verbalized and advertised to staff, students, and parents. These processes and procedures are utilized on a daily basis in the classroom, through guidance office and through the student service manager's office.
- Social skills training is provided by our school psychologist to our students who are serviced in our Self-Contained VE: Intensive Interventions for Behavior.
- Students struggling with daily behavior issues are often placed on check in/check out systems overseen by the Dean.
- Character education traits are presented on the morning show by the school counselor, are often accompanied by role-play with students, and are used as the basis of the criteria for student of the month for that month.

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.

We have an Early Warning system in place that includes:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	19	10	9	10	8	16	0	0	0	0	0	0	0	72	
One or more suspensions	34	49	6	31	17	16	0	0	0	0	0	0	0	153	
Course failure in ELA or Math	15	9	20	12	20	6	0	0	0	0	0	0	0	82	
Level 1 on statewide assessment	0	0	0	48	77	108	0	0	0	0	0	0	0	233	

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	39	28	33	33	40	55	0	0	0	0	0	0	0	228

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

- Differentiated instruction by the classroom teacher during that subject block
- Intervention in targeted skills by teacher or trained support personnel outside of the subject block
- Intervention in targeted skills through computer programs outside of the subject block
- Recognition and rewards for attendance as well as personal contact with parents to work on a plan to improve attendance.

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/423167>.

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 Advisory Council (SAC) will have the opportunity to actively participate in the creation and revision of the School Improvement Plan. They will have the opportunity to make suggestions and give feedback about the programs currently being utilized. Members will have the opportunity to participate in many of the programs involving technology for the instruction of students. SAC members will have the opportunity to give input on events and activities that are positive as well as giving input on events and activities that may need to change.

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
Crawford, Traci	Principal
Barton, Rebecca	Dean
Dreher, Lisa	Assistant Principal
Terrell, Tracy	School Counselor
Henry, Lindsay	Assistant Principal
Hodge, Sandra	School Counselor
Attenhofer, Christine	Instructional Coach
Parris, Sarah	Instructional Media

b. Duties

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

The Student Assistance Team (SAT) is the school based MTSS leadership team at Hammett L. Bowen Jr. Elementary.

The core SAT members may include:

1. School Counselor (guidance): provides expertise with MTSS procedures, students counseling, facilitating Student Assistance Team (SAT) meetings
2. School Principal/Assistant Principal: provides expertise in curriculum information and student progression plan
3. Regular Education/Inclusion Teacher: provides instruction with accommodations and modifications needed according to the students' academic levels, IEP/504/ELL needs, and state standards
4. School Psychologist - provides with MTSS procedures and child psychology and behavior strategies
5. School Social Worker - provides assistance expertise in monitoring attendance, and the health and welfare of students who are at risk
6. Content Area Specialist provides expertise and assistance in the areas of ELA/math, coaching and/or mentoring identified staff, providing professional developments, and/or assisting students.

Auxiliary team members may include:

1. Student Service Manager (discipline) - assists with behavior concerns and Positive Behavior Support
2. Behavior Specialist - assists with students who have behavior management concerns

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

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The Team then meets periodically to set group goals for tier 2 students, individual goals for tier 3 students and to progress monitor student growth. The implementation of SAT is a well-defined process which begins with the completion of the SAT request. The Marion County Student Assistance Team Packet guides the team through the process in order to identify/implement effective research based interventions which positively affect student performance. SAT team includes teachers, administration, guidance and school psychologist. The team analyzes student growth and determines course of action. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I, Part A

Our school uses district funds received from a grant to present anti-bullying strategies to our students. Speakers and resource materials are available through the Marion County Sheriff's Department. The District's physical/health education coordinator provides information and resources on nutrition education. Community outreach programs assist us in providing food for targeted families through the "Backpack Program" and school supplies are made available through the "Stuff the Bus" initiative. District funds are used to support our Migrant Program by the purchase school supplies, and providing a Saturday Boot Camp Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. The Migrant Liaison works with schools and families to identify students and provide need referrals for families.

Title I, Part C- Migrant

Title I Part C funds are used to support our Migrant program by the purchase of school supplies. Title I monies are used to provide after school and Saturday tutorials for at risk students in order to improve grades, increase promotion, improve attendance and reduce the dropout rate. The District Migrant liaison works with schools and families to identify migrant students and provides need referrals for these families.

Title I, Part D

Not applicable

Title II

The District utilizes Title II funds to provide staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III

Title III funds provide District services for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs

Title X- Homeless

Title X The district Homeless Social Worker provides resources such as clothing, school supplies, social services referrals for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Tutoring is available after school for at risk students through the Supplemental Education Services.

Violence Prevention Programs

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

Nutrition Programs

We will continue to offer fresh fruits and vegetables to our students via our lunch program. Teachers will continue to teach students the importance of nutrition and how to make healthy nutritious choices.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Use of FDLRS (Florida Diagnostic and Learning Resource Services) for parent involvement and classroom assistance for ESE teachers.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Traci L. Crawford	Principal
Alex Watson	Parent
Sarah Yeager	Parent
Carrie Hartsock	Parent
Edward Barrio	Education Support Employee
Amy Wise	Parent
Teresa Shepp	Parent
Ruth Webb	Parent
Ronan Gonzalez	Parent
James Kirby	Parent
Lisa McGuire	Parent
Deborah Barckhausen	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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

a. Evaluation of last year's school improvement plan

Last year's plan was evaluated by the SAC Committee with the review of achievement still being delayed by the late release of testing data. Available achievement data was reviewed in January as a mid year evaluation of the plan in place.

b. Development of this school improvement plan

This year's process for school improvement was discussed at the last SAC meeting in April. A possible draft of the plan was reviewed and approved by those members present. As test scores are released, we will revisit the plan at each meeting and then volunteers from SAC will meet with the school leadership team to finalize the SIP draft.

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

The school's annual budget and was reviewed with the members present at the first meeting which was well advertised in notes home, on the school marquee, on our website and by a reminder app available for parents to receive reminders.

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

1. Provide funds for technology items such as LED projectors and document cameras enabling teachers to use online resources with students. \$2,634.

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.

Administration and staff will continue to recruit members through the consistent advertising of meetings at any gathering of parents, in notes home, on the school marquee, on our website and by a reminder app available for parents to receive reminders.

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
Crawford, Traci	Principal
Parris, Sarah	Instructional Media
Barton, Rebecca	Dean
Dreher, Lisa	Assistant Principal
Henry, Lindsey	Assistant Principal

b. Duties

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

- The Literacy Leadership Team (LLT) meets periodically to discuss ways to improve literacy and motivate students to read.
- The LLT will make differentiated Instruction in the area of Language Arts a focus by utilizing our Content Area Specialist to model differentiated instruction for teachers. The principal and assistant principal will do fidelity walk-throughs and give timely feedback to teachers. The focus will also encompass our students in the lowest quartile having targeted reading practice with our teachers and paraprofessionals.
- The LLT will also focus on students reading for pleasure utilizing fiction and nonfiction text.
- We will provide opportunities for families to read together and share ways to encourage reading at home by incorporating events/activities that provide opportunities for parents to participate in the learning with their child.
- MCPS has implemented the "No Homework" policy. Families are being encouraged to read 20-minutes each night. Reading materials will not be assigned by teachers. The students will select what they read.
- The MyOn Reading program will continue, along with the motivational components to support reading for pleasure.

- The Content Area Specialists meet with teachers at grade level meetings to gather their input and share their perspective and challenges in monthly meetings so we can come together to create school-wide activities to support literacy.

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 administration will provide the necessary time and support for instructional staff to participate in professional development and collaborative planning. Documentation will be required for each of these activities. This will allow the administration to see the needs and help find solutions for supporting them in their endeavor to understand the Florida Standards and implement high effect-size instruction.

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

The principal is responsible for recruiting highly qualified teachers. Interviews are conducted with candidates. References are checked to determine indicators for highly effective teachers. Once a teacher is hired he/she will be assigned a mentor teacher to provide support on learning school information and procedures. He/She will also participate in a tour and introduction meeting during the pre-school week.

Throughout the year teachers will be provided professional development opportunities (on-site/district) to maintain up-to-date teaching strategies and knowledge of current state standards for curriculum. The administration will also observe several times throughout the year and provide feedback to the new teacher(s). Assistance will be provided as needed. The district also offers the PEC program to support them throughout the year.

Grade level and faculty meetings will also serve to help the teachers be aware of important information about the school, grade level, and district programs, procedures, and policies. The responsibility of implementing these strategies will be provided by the administration, selected faculty members, and/or district personnel.

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

New teachers will be paired with a mentor teacher in the same grade level/department. Throughout the year they will participate in weekly meetings and classroom observations/coaching when needed. Professional development opportunities will be available on site and at the district level throughout the year. The administration will also observe several times throughout the year and provide feedback to the new teacher. Assistance will be provided as needed. The responsibility of our teacher mentoring program/plan will be provided by the administration, selected faculty members who are qualified, and/or district personnel.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Through committees, there is a district review of multiple research based instructional materials and programs which align with the Florida standards. In addition classroom instruction and lesson plans are monitored by school based administration and mentor/lead teachers.

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.

- Administration in a combined effort with staff will use evidence from the analysis of iReady Diagnostics results, Comprehensive Standards Mastery Assessment (CSMA) results, Quarterly Standards Mastery Assessment (QSMA) results, and FSA results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.
- Based on an analysis of the data, best practices are identified and shared.
- Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. The Elementary School Assessment Plan was developed to determine when assessments are given throughout the year and used as a resource. This data is compared between and among teachers.
- Teachers also use formative assessment data to guide their instruction and create small groups based on like need and teach and remediate skills for those students in need of remediation as well as assigning enrichment activities for those who are proficient.
- Teachers utilize resources from the state adopted textbooks and various resources that are specifically intended for intensive and/or remedial type instruction. Instructional software programs along with internet based instructional web sites are also utilized.
- Intervention personnel pull students for an additional 45 minutes of targeted instruction in reading.

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: 0

Due to lack of funding, we will not have extended learning opportunities for our students this year

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The Title I District office provides a Title I Pre-K/VPK program on selected campuses. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition, information is provided to our parents from the Title I office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provides an Exceptional Student Education Pre-K program at our schools for eligible 3 through 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

MCPS also provides a Summer VPK Program for all eligible Pre-K students. Our parents had the option of choosing one of ten sites to enroll their students in the VPK program.

FLKRS administered to kindergartners within the first 30 days to evaluate the effectiveness of our Pre-K programs.

Kindergarten registration kicked off in April and continued throughout the summer. Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round-Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and Splyert messages are sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school.

"Stagger Start" is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one on one relationships with students.

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.

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.

As a K-5 school, we have an exploratory Career Day where representatives from many fields come and talk to students for career awareness.

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

NA

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

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.

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.

NA

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 focus on the FSA Standards through common board configuration and rigorous/relevant instructional delivery in all content areas, then student achievement on state/district assessments will improve.

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 focus on the FSA Standards through common board configuration and rigorous/relevant instructional delivery in all content areas, then student achievement on state/district assessments will improve. 1a

G095857

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	54.0
Statewide Science Assessment Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- New District Initiative of Implementing Common Board Configuration (CBC)
- Making sure all students receive effective MTSS support without taking away from core academic subject areas
- Implementation of new district and site-based academic resources.
- Parent Understanding and Support of Curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- District grant funds
- District trainings

Plan to Monitor Progress Toward G1. 8

Students will be more prepared for the school day.

Person Responsible

Lindsay Henry

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

documentation will be gathered via planners, conferences, student performance, etc.

Plan to Monitor Progress Toward G1. 8

Various times will be provided to meet the needs of the parents.

Person Responsible

Lindsay Henry

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

master calendar documentation

Plan to Monitor Progress Toward G1. 8

The administration will see evidence of parent involvement during events.

Person Responsible

Lindsey Henry

Schedule

On 5/25/2018

Evidence of Completion

master calendar, comment surveys, sign-in sheets documentation

Plan to Monitor Progress Toward G1. 8

Photos of CBC will be sent to district support and the DA team for feedback.

Person Responsible

Traci Crawford

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Email correspondence with feedback, notes , etc.

Plan to Monitor Progress Toward G1. 8

CBC tours with district support team will provide immediate feedback to faculty and the administration.

Person Responsible

Traci Crawford

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

District support will provide immediate feedback to faculty members and the administration.

Plan to Monitor Progress Toward G1. 8

The administration will monitor various databases (iReady, Unify, grades, etc.) to determine progress, student needs, professional development.

Person Responsible

Lisa Dreher

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student data will be collected and analyzed.

Plan to Monitor Progress Toward G1. 8

The administration will monitor the utilization of resources through various reports (usage, student/school progress, etc.) to determine progress.

Person Responsible

Lisa Dreher

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student data will be collected and analyzed.

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 focus on the FSA Standards through common board configuration and rigorous/relevant instructional delivery in all content areas, then student achievement on state/district assessments will improve.

1

 G095857

G1.B1 New District Initiative of Implementing Common Board Configuration (CBC) 2

 B258027

G1.B1.S1 Time will be provided for teachers to receive professional development for CBC. 4

 S273132

Strategy Rationale

If the instructional staff receives ongoing support and feedback for Common Board Configuration planning, then they should be successful with the implementation.

Action Step 1 5

Teachers will be provided the opportunity to receive CBC training from the DA Team, before school begins.

Person Responsible

Traci Crawford

Schedule

On 8/1/2017

Evidence of Completion

Pre-approval documentation, notes, agendas, emails, sign-in sheets, correspondence, etc.

Action Step 2 5

We will provide training for non-attendees and refreshers training as needed.

Person Responsible

Traci Crawford

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

agenda and sign-in sheet from the meetings

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

The principal will address CBC success/concerns during the weekly leadership meetings.

Person Responsible

Traci Crawford

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Minutes and action plans from meetings

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

Posted CBC areas will be monitored throughout the year by the leadership team.

Person Responsible

Traci Crawford

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Emails of CBC pictures will be sent to DA Team members to give feedback.

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

The administration will see evidence of high effect-size strategies being implemented during walk-throughs.

Person Responsible

Traci Crawford


Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

The administration will have informal conversations with instructional staff and enter anecdotal notes into the TrueNorthLogic evaluation system.

G1.B2 Making sure all students receive effective MTSS support without taking away from core academic subject areas **2**

 B258028

G1.B2.S1 The administration will provide time within the school day and resources for the instructional staff provide MTSS to students 3-days per week. **4**

 S273133

Strategy Rationale

It is essential to effectively to manage available time to support all students for interventions/enrichment instruction during the school day.

Action Step 1 **5**

Create a master schedule that includes instructional time for all content areas and an MTSS plan for all classes.

Person Responsible

Traci Crawford

Schedule

Daily, from 7/1/2017 to 5/25/2018

Evidence of Completion

The master schedule will be developed and adjusted as needed throughout the year. See revised copies.

Action Step 2 **5**

Locate and allocate funding for academic support/resources, and MTSS resources.

Person Responsible

Traci Crawford

Schedule

Daily, from 7/3/2017 to 5/25/2018

Evidence of Completion

See requisitions and approvals for Title I and instructional budgets

Action Step 3 5

The leadership team will collaborate and plan professional development opportunities for academic and MTSS resources for successful implementation.

Person Responsible

Traci Crawford

Schedule

Weekly, from 7/1/2017 to 5/25/2018

Evidence of Completion

planning notes, correspondence, and emails

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

Follow-up to ensure that the protocols, resources, and locations are in place for instruction and professional development.

Person Responsible

Traci Crawford

Schedule

Weekly, from 7/3/2017 to 5/25/2018

Evidence of Completion

Notes and planning information will be available

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

Collaborate with the Literacy and Math Content Area Specialists as they support the staff.

Person Responsible

Traci Crawford

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

notes, agendas, email correspondence, etc.

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

The administration will see evidence of high effect-size strategies being implemented during walk-throughs.

Person Responsible

Traci Crawford

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

The administration will have informal conversations with instructional staff and enter anecdotal notes and/or ratings into the TrueNorthLogic evaluation system.

G1.B3 Implementation of new district and site-based academic resources. **2**

 B258029

G1.B3.S1 The administration will provide training, coaching, and follow-up in formal professional development settings. **4**

 S273134

Strategy Rationale

If the instructional staff receives ongoing professional development and support, then they should be successful in implementing the programs.

Action Step 1 **5**

The acquisition of resources (iReady, Write Score, Top Score Writing, and miscellaneous academic resources) will be based on student data and research.

Person Responsible

Traci Crawford

Schedule

Daily, from 6/1/2017 to 5/25/2018

Evidence of Completion

notes, email correspondences, student data, etc.

Action Step 2 **5**

Additional support (coaching/modeling) will be provided by hiring Content Area Specialist(s) and non-instructional paraprofessionals (additional academic classroom support).

Person Responsible

Traci Crawford

Schedule

Daily, from 6/1/2017 to 5/25/2018

Evidence of Completion

email correspondence and hiring documentation

Action Step 3 5

The leadership team will meet to discuss areas of need and training schedule implementation.

Person Responsible

Traci Crawford

Schedule

Daily, from 7/17/2017 to 5/25/2018

Evidence of Completion

Notes from the meeting will be available.

Action Step 4 5

The administration will provide professional development opportunities for instructional staff members. There will be ongoing support from the leadership team, district support staff, and outside consultants.

Person Responsible

Traci Crawford

Schedule

Daily, from 8/1/2017 to 5/25/2018

Evidence of Completion

notes, agendas, action planning, email correspondence, etc.

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

The leadership team will meet, collaborate, schedule, and participate in training opportunities.

Person Responsible

Lisa Dreher

Schedule

Daily, from 7/17/2017 to 5/25/2018

Evidence of Completion

Notes, email correspondence, TrueNorthLogic documentation, etc.

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

The administration will see evidence of high effect-size strategies being implemented during walkthroughs.

Person Responsible

Traci Crawford

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

The administration will have formal conversations with instructional staff and enter anecdotal notes and/or ratings into the TrueNorthLogic evaluation system.

G1.B4 Parent Understanding and Support of Curriculum 2

 B258030

G1.B4.S1 The leadership and faculty/support staff will work together to provide opportunities to promote parent involvement to support student achievement. 4

 S273135

Strategy Rationale

If the parents have access to effective resources and are trained to understand and use them, then student achievement will improve.

Action Step 1 5

The leadership team will meet with the Title I Contact(s) about the Parent and Family Engagement Plan to share and gather more ideas.

Person Responsible

Lindsey Henry

Schedule

Weekly, from 7/17/2017 to 5/25/2018

Evidence of Completion

The email correspondence and notes will be available.

Action Step 2 5

The leadership team will meet to brainstorm ideas for effective parent involvement.

Person Responsible

Lindsay Henry

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Notes from the meeting will be available.

Action Step 3 5

The HBE calendar committee will meet and schedule "parent and student academic" activities for the school year 2017-2018.

Person Responsible

Traci Crawford

Schedule

Semiannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

There will be notes and a draft calendar available.

Action Step 4 5

The principal and designee will address the SAC committee and focus on the 5 Essential Domains.

Person Responsible

Traci Crawford

Schedule

Quarterly, from 9/12/2017 to 5/25/2018

Evidence of Completion

The agenda and notes will be available.

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

Follow-up to insure that all materials and location are set for meetings

Person Responsible

Lindsay Henry

Schedule

Daily, from 7/3/2017 to 5/25/2018

Evidence of Completion

The master calendar will be reviewed and revised until event dates and times are finalized.

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

Follow-up to insure that the events are attended

Person Responsible

Lindsay Henry

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

sign-in sheets and activity evaluation forms will be available for the events

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

Changes will be made based on documentation gathered from the events.

Person Responsible

Lindsay Henry

Schedule

Biweekly, from 8/9/2017 to 5/25/2018

Evidence of Completion

weekly agenda with notes

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

The leadership team will meet bi-weekly and discuss the progress of the Parent and Family Engagement Plan

Person Responsible

Lindsay Henry

Schedule















On 5/25/2018

Evidence of Completion

The agenda and notes will be available.

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.B1.S1.A1 A366581	Teachers will be provided the opportunity to receive CBC training from the DA Team, before school...	Crawford, Traci	8/1/2017	Pre-approval documentation, notes, agendas, emails, sign-in sheets, correspondence, etc.	8/1/2017 one-time
G1.MA1 M392971	Students will be more prepared for the school day.	Henry, Lindsay	8/10/2017	documentation will be gathered via planners, conferences, student performance, etc.	5/25/2018 daily
G1.MA2 M392972	Various times will be provided to meet the needs of the parents.	Henry, Lindsay	8/10/2017	master calendar documentation	5/25/2018 daily
G1.MA3 M392973	The administration will see evidence of parent involvement during events.	Henry, Lindsey	8/14/2017	master calendar, comment surveys, sign-in sheets documentation	5/25/2018 one-time
G1.MA4 M392974	Photos of CBC will be sent to district support and the DA team for feedback.	Crawford, Traci	8/14/2017	Email correspondence with feedback, notes , etc.	5/25/2018 quarterly
G1.MA5 M392975	CBC tours with district support team will provide immediate feedback to faculty and the...	Crawford, Traci	8/14/2017	District support will provide immediate feedback to faculty members and the administration.	5/25/2018 quarterly
G1.MA6 M392976	The administration will monitor various databases (iReady, Unify, grades, etc.) to determine...	Dreher, Lisa	8/14/2017	Student data will be collected and analyzed.	5/25/2018 daily
G1.MA7 M392977	The administration will monitor the utilization of resources through various reports (usage,...	Dreher, Lisa	8/14/2017	Student data will be collected and analyzed.	5/25/2018 biweekly
G1.B1.S1.MA1 M392959	The administration will see evidence of high effect-size strategies being implemented during...	Crawford, Traci	8/14/2017	The administration will have informal conversations with instructional staff and enter anecdotal notes into the TrueNorthLogic evaluation system.	5/25/2018 triannually
G1.B1.S1.MA1 M392960	The principal will address CBC success/ concerns during the weekly leadership meetings.	Crawford, Traci	8/14/2017	Minutes and action plans from meetings	5/25/2018 weekly
G1.B1.S1.MA3 M392961	Posted CBC areas will be monitored throughout the year by the leadership team.	Crawford, Traci	8/14/2017	Emails of CBC pictures will be sent to DA Team members to give feedback.	5/25/2018 weekly
G1.B1.S1.A2 A366582	We will provide training for non-attendees and refreshers training as needed.	Crawford, Traci	8/10/2017	agenda and sign-in sheet from the meetings	5/25/2018 quarterly
G1.B2.S1.MA1 M392962	The administration will see evidence of high effect-size strategies being implemented during...	Crawford, Traci	8/14/2017	The administration will have informal conversations with instructional staff and enter anecdotal notes and/or ratings into the TrueNorthLogic evaluation system.	5/25/2018 daily
G1.B2.S1.MA1 M392963	Follow-up to ensure that the protocols, resources, and locations are in place for instruction and...	Crawford, Traci	7/3/2017	Notes and planning information will be available	5/25/2018 weekly
G1.B2.S1.MA3 M392964	Collaborate with the Literacy and Math Content Area Specialists as they support the staff.	Crawford, Traci	8/3/2017	notes, agendas, email correspondence, etc.	5/25/2018 daily
G1.B2.S1.A1 A366583	Create a master schedule that includes instructional time for all content areas and an MTSS plan...	Crawford, Traci	7/1/2017	The master schedule will be developed and adjusted as needed throughout the year. See revised copies.	5/25/2018 daily
G1.B2.S1.A2 A366584	Locate and allocate funding for academic support/resources, and MTSS resources.	Crawford, Traci	7/3/2017	See requisitions and approvals for Title I and instructional budgets	5/25/2018 daily
G1.B2.S1.A3 A366585	The leadership team will collaborate and plan professional development opportunities for academic...	Crawford, Traci	7/1/2017	planning notes, correspondence, and emails	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1  M392965	The administration will see evidence of high effect-size strategies being implemented during...	Crawford, Traci	8/14/2017	The administration will have formal conversations with instructional staff and enter anecdotal notes and/or ratings into the TrueNorthLogic evaluation system.	5/25/2018 daily
G1.B3.S1.MA1  M392966	The leadership team will meet, collaborate, schedule, and participate in training opportunities.	Dreher, Lisa	7/17/2017	Notes, email correspondence, TrueNorthLogic documentation, etc.	5/25/2018 daily
G1.B3.S1.A1  A366586	The acquisition of resources (iReady, Write Score, Top Score Writing, and miscellaneous academic...	Crawford, Traci	6/1/2017	notes, email correspondences, student data, etc.	5/25/2018 daily
G1.B3.S1.A2  A366587	Additional support (coaching/modeling) will be provided by hiring Content Area Specialist(s) and...	Crawford, Traci	6/1/2017	email correspondence and hiring documentation	5/25/2018 daily
G1.B3.S1.A3  A366588	The leadership team will meet to discuss areas of need and training schedule implementation.	Crawford, Traci	7/17/2017	Notes from the meeting will be available.	5/25/2018 daily
G1.B3.S1.A4  A366589	The administration will provide professional development opportunities for instructional staff...	Crawford, Traci	8/1/2017	notes, agendas, action planning, email correspondence, etc.	5/25/2018 daily
G1.B4.S1.MA1  M392967	The leadership team will meet bi-weekly and discuss the progress of the Parent and Family...	Henry, Lindsay	8/14/2017	The agenda and notes will be available.	5/25/2018 one-time
G1.B4.S1.MA1  M392968	Follow-up to insure that all materials and location are set for meetings	Henry, Lindsay	7/3/2017	The master calendar will be reviewed and revised until event dates and times are finalized.	5/25/2018 daily
G1.B4.S1.MA3  M392969	Follow-up to insure that the events are attended	Henry, Lindsay	8/9/2017	sign-in sheets and activity evaluation forms will be available for the events	5/25/2018 monthly
G1.B4.S1.MA4  M392970	Changes will be made based on documentation gathered from the events.	Henry, Lindsay	8/9/2017	weekly agenda with notes	5/25/2018 biweekly
G1.B4.S1.A1  A366590	The leadership team will meet with the Title I Contact(s) about the Parent and Family Engagement...	Henry, Lindsey	7/17/2017	The email correspondence and notes will be available.	5/25/2018 weekly
G1.B4.S1.A2  A366591	The leadership team will meet to brainstorm ideas for effective parent involvement.	Henry, Lindsay	8/14/2017	Notes from the meeting will be available.	5/25/2018 biweekly
G1.B4.S1.A3  A366592	The HBE calendar committee will meet and schedule "parent and student academic" activities for the...	Crawford, Traci	8/14/2017	There will be notes and a draft calendar available.	5/25/2018 semiannually
G1.B4.S1.A4  A366593	The principal and designee will address the SAC committee and focus on the 5 Essential Domains.	Crawford, Traci	9/12/2017	The agenda and notes will be available.	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. If teachers focus on the FSA Standards through common board configuration and rigorous/relevant instructional delivery in all content areas, then student achievement on state/district assessments will improve.

G1.B1 New District Initiative of Implementing Common Board Configuration (CBC)

G1.B1.S1 Time will be provided for teachers to receive professional development for CBC.

PD Opportunity 1

Teachers will be provided the opportunity to receive CBC training from the DA Team, before school begins.

Facilitator

Traci Crawford

Participants

All instructional personnel

Schedule

On 8/1/2017

PD Opportunity 2

We will provide training for non-attendees and refreshers training as needed.

Facilitator

Traci Crawford

Participants

All instructional personnel

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

G1.B3 Implementation of new district and site-based academic resources.

G1.B3.S1 The administration will provide training, coaching, and follow-up in formal professional development settings.

PD Opportunity 1

The administration will provide professional development opportunities for instructional staff members. There will be ongoing support from the leadership team, district support staff, and outside consultants.

Facilitator

Traci Crawford

Participants

Instructional staff

Schedule

Daily, from 8/1/2017 to 5/25/2018

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	Teachers will be provided the opportunity to receive CBC training from the DA Team, before school begins.				\$2,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	590-Other Materials and Supplies	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$2,250.00
			Notes: Professional Development Book Study			
2	G1.B1.S1.A2	We will provide training for non-attendees and refreshers training as needed.				\$0.00
3	G1.B2.S1.A1	Create a master schedule that includes instructional time for all content areas and an MTSS plan for all classes.				\$0.00
4	G1.B2.S1.A2	Locate and allocate funding for academic support/resources, and MTSS resources.				\$33,531.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	390-Other Purchased Services	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$1,500.00
			Notes: Write Score testing services (4th/5th)			
	5100	360-Rentals	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$19,681.00
			Notes: iReady licenses/toolbox			
	6400	310-Professional and Technical Services	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$3,000.00
			Notes: iReady professional development			
	6400	310-Professional and Technical Services	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$3,750.00
			Notes: Top Score professional development			
	5100	360-Rentals	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$1,250.00
			Notes: Top Score licenses			
	5100	590-Other Materials and Supplies	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$4,050.00
			Notes: Top Score teacher resources			
	5100	590-Other Materials and Supplies	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$300.00
			Notes: Phonics Dance			
5	G1.B2.S1.A3	The leadership team will collaborate and plan professional development opportunities for academic and MTSS resources for successful implementation.				\$7,225.00

Marion - 0711 - Hammett Bowen Jr. Elementary School - 2017-18 SIP
Hammett Bowen Jr. Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$7,225.00
			<i>Notes: substitutes/stipends</i>			
6	G1.B3.S1.A1	The acquisition of resources (iReady, Write Score, Top Score Writing, and miscellaneous academic resources) will be based on student data and research.				\$17,079.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$2,900.00
			<i>Notes: miscellaneous instructional resources</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$11,610.00
			<i>Notes: SMART Board(s)</i>			
	5100	644-Computer Hardware Non-Capitalized	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$770.00
			<i>Notes: Projector(s)</i>			
	5100	644-Computer Hardware Non-Capitalized	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$638.00
			<i>Notes: HoverCam Solo 8</i>			
	5100	590-Other Materials and Supplies	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$1,161.00
			<i>Notes: miscellaneous supplemental resources</i>			
7	G1.B3.S1.A2	Additional support (coaching/modeling) will be provided by hiring Content Area Specialist(s) and non-instructional paraprofessionals (additional academic classroom support).				\$152,570.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$51,248.00
			<i>Notes: Kdg. Paras</i>			
	6400		0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$101,322.00
			<i>Notes: Content Area Specialists</i>			
8	G1.B3.S1.A3	The leadership team will meet to discuss areas of need and training schedule implementation.				\$0.00
9	G1.B3.S1.A4	The administration will provide professional development opportunities for instructional staff members. There will be ongoing support from the leadership team, district support staff, and outside consultants.				\$0.00
10	G1.B4.S1.A1	The leadership team will meet with the Title I Contact(s) about the Parent and Family Engagement Plan to share and gather more ideas.				\$3,762.00

Marion - 0711 - Hammett Bowen Jr. Elementary School - 2017-18 SIP
Hammett Bowen Jr. Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$1,200.00
			<i>Notes: parent communication</i>			
	6150	510-Supplies	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$282.00
			<i>Notes: Invitational Parent Book Study</i>			
	6150	390-Other Purchased Services	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$100.00
			<i>Notes: Title I Parent-School Compact</i>			
	6150	390-Other Purchased Services	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$1,150.00
			<i>Notes: Parent-Student Handbook</i>			
	6150	390-Other Purchased Services	0711 - Hammett Bowen Jr. Elementary School	Title, I Part A		\$1,030.00
			<i>Notes: Student Planners</i>			
11	G1.B4.S1.A2	The leadership team will meet to brainstorm ideas for effective parent involvement.				\$0.00
12	G1.B4.S1.A3	The HBE calendar committee will meet and schedule "parent and student academic" activities for the school year 2017-2018.				\$0.00
13	G1.B4.S1.A4	The principal and designee will address the SAC committee and focus on the 5 Essential Domains.				\$0.00
					Total:	\$216,417.00