

Bay District Schools

Cedar Grove Elementary School



2017-18 Schoolwide Improvement Plan

Cedar Grove Elementary School

2826 E 15TH ST, Panama City, FL 32405

[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	56%

School Grades History

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

**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 Bay 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 Cedar Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Cedar Grove Students will generate original ideas, evaluate information and communicate their thoughts effectively through reading, writing, listening, speaking, and reasoning.

b. Provide the school's vision statement.

Cedar Grove is committed to developing confident, capable, literate learners.

2. School Environment

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

Demographic data is shared during preschool inservice to better help the staff understand who are families are. This data is the basis for staff development on working with students of poverty, cultivating a growth mindset and confronting unconscious bias.

During the school year, we host family event almost every month. The events include parent nights, Donuts for Dads, Muffins for Moms and SAC meetings. Each event strives to give parents opportunities to be involved in their child's in education in various ways.

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

Cedar Grove Elementary is a PBIS school, and we use those processes and procedures to teach students to be teach students about being good citizens. We also utilize the MTSS process to identify students who struggle with appropriate behavior so we can provide interventions such as counseling and other interventions in order to reteach expectations.

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.

CGE is a Positive Behavioral Interventions and Support (PBIS) school that utilizes school wide expectations to promote and grow positive behavioral expectations that are fair and consistently enforced. The Peace First character education program will be implemented daily school wide within the designated 15 minute Tier I character education block. Training will be provided at the beginning of the school year and refresher courses during the year as needed.

Class DOJO computer program will be used for the staff to track positive interactions with their students. Kagan Cooperative Structures and CRISS strategies will be utilized to keep students engaged during instructional time. Grade level discipline data will be shared at monthly grade level meetings and Professional Learning Communities will include behavior/discipline within their meeting cycle.

The PBIS Team reviews behavioral data monthly to identify behaviors that need to be retaught school-wide, teachers who appear to be struggling with classroom management and students who

are in need of more intensive interventions. Based on the data, the team, which includes our behavior interventionist, engages in the problems-solving process in order to identify supports and resources for areas of concern.

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.

Cedar Grove strives to ensure that the social-emotional needs of all learners are being met. Through the PBIS Team, MTSS and teacher referrals, we provide social skills training for students, as well as a site-based Social Worker, and a behavior interventionist to meet those needs. Interventions will include social skills groups, check-in/check-out, mentors, Zoo-U and Tiger Pause (ISS 360).

In addition, Cedar Grove is a participant in the District's Elevate Bay! mentor program. This program involves local churches and businesses in providing mentors and other resources for classrooms and individual students.

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.

Cedar Grove's Early Warning System includes a regular review of the following data to identify students who are off-track:

- 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 during any grading period
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

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	22	14	16	16	11	13	0	0	0	0	0	0	0	92
One or more suspensions	4	5	10	10	3	6	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	6	3	3	3	3	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	9	13	31	0	0	0	0	0	0	0	53

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	3	4	5	6	5	13	0	0	0	0	0	0	0	36

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

Teachers will monitor students' grades. When a student is having academic difficulty, the teacher will bring the student data to the grade level PLC. The PLC will jointly determine if the teacher should begin Tier II interventions. Once a student enters Tier II, the PLC will monitor the student's progress. If sufficient progress is not made, the team will recommend that the student be referred to the school MTSS Team for Tier III interventions.

The PBIS will meet monthly to review discipline and attendance data. A conference will be scheduled for students who have 5 or more absences in a 30 day period. The team will review students who have received more than 1 ODR in a month to determine if the behavior warrants further intervention. If further intervention is needed, the student will be referred to the MTSS Team to begin Tier II interventions for behavior.

For students who exhibit chronic absenteeism, the Title I Resource Teacher, School Social Worker, and Parent Liaison will work with the classroom teachers to monitor identified students attendance and schedule CST's to make parents aware of the attendance problem and brainstorm ways the school can assist. This teacher will follow the districts steps and even attend truancy court if necessary. Students who have good attendance will be rewarded through monthly, quarterly and annual recognitions.

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/437648>.

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.

Cedar Grove Elementary has established partnerships with several local churches--First Assembly of God of Panama City, Hiland Park Baptist Church, St. Dominic Catholic Church and Panama City First Baptist Church. First Baptist Church and First Assembly provided a back to school breakfast and lunch for the staff of Cedar Grove to start the year off. Hiland Park Baptist sponsors the Shoes for Souls program, providing students with new shoes. St. Dominic Catholic Church provided 100 backpacks filled with schools supplies to help students in need to start the year off right.

First Baptist Church sponsors several programs for Cedar Grove. They organize a Blessings in a Backpack program, providing over 50 backpacks to students in need filled with snacks and food for the weekend . They also provide a Sunday school class sponsor for each class on campus as well a mentors for students in need of role models. They support our anti-bullying campaign and continue to

help with character education and the school wide attendance initiative. Bay Education Foundation provides opportunities annually for classroom grants.

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
Baker, Shirley	Principal
Lilja, Carla	Assistant Principal
Murrell , Laura	Teacher, K-12
Stringfellow, Sheree	Teacher, ESE
Ammons, Yvonne	Teacher, K-12
Echols, Amanda	Teacher, K-12
Gaddy, Melissa	Teacher, ESE
Libby, Lisa	Teacher, ESE
Richardson, Darlene	Instructional Coach
Lane, Natalina	Teacher, K-12
Gibson, Gloria	Teacher, K-12
Wielenga, Crystal	Teacher, K-12
Brillard, Tamara	Teacher, K-12
Schatzel, Nina	Teacher, K-12
Smith, Debra	Instructional Media
Dunnivant, Michael	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.

Roles and Responsibilities of the School Based Leadership Team are as follows:

1. Facilitate PLC meetings.
2. Serve as members of the School Leadership Team. Coordinate continuous improvement efforts on their respective PLCs for school improvement throughout the year.
3. Perform ongoing data analysis to determine needs in relation to the team including but not limited to state, district, and school based assessments.
4. Maintain records of team meetings, data analysis, communications and recommendations.
5. Work with school administration to make necessary changes to programs and/or interventions.
6. Coordinates activities, programs, field trips, resources and resource personnel for the team.
7. Serve in other capacities as directed by the school principal.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Leadership Team (SLT) meets during the summer to dig into the schools 360 degree data portfolio. After identifying the most critical concerns, the team conducts a root cause analysis to determine what is the most efficient and focused strategies for improvement. The results of the root cause analysis drives how resources will be allocated including Title I funds and school budget.

The SLT, under the leadership of administration meets monthly to analyze data and make any necessary mid-course corrections. All resources are inventoried through the district and site based school media centers.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Shirley Baker	Principal
Colletta Wilson	Business/Community
Selena Fletcher	Parent
Victor Cortez	Parent
Timothy Jackson	Parent
Anthony Martin	Parent
Lisa McGee	Parent
Jean Potts	Parent
Tracy Robinson	Parent
Crystal Wielenga	Teacher
Nina Schatzel	Teacher
Tamara Brillard	Teacher
Laura Murrell	Teacher
Natalina Lane	Teacher
Gloria Gibson	Teacher

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

During the regularly scheduled meetings, progress monitoring data was shared with the SAC committee. Committee members were given opportunities and encouraged to voice concerns and provide feedback on the progress of the School Improvement Plan and the Parent involvement plan of the SIP. They are also informed on the school status of the State/District Differentiated Accountability meetings.

b. Development of this school improvement plan

Members of the SAC have been provided opportunities during regularly scheduled meeting to analyze school data and through the problem solving process to identify needs, resources and barriers. In addition, the SAC members have been afforded the opportunity to provide input and feedback on the needs, resources and barriers previously identified by the school staff and the School-Based Leadership Team.

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

During the May 19, 2016 SAC meeting the tentative Title I and school budget was shared. The Committee members expressed concern about the reduction in Title I funding to Cedar Grove. The committee did express that they wanted to continue if possible with all programs and allowances that were in place for the current 2015-2016 school year. Mr. Campbell explained that we would do the best we could dependent on our funding numbers. Mr. Campbell gave projected numbers and after explanation and clarification, the committee approved the tentative budgets for the 2016-2017 school year.

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

On May 19, 2016 CGE was given the allocation of \$2,974 to be expended by the SAC committee. Mrs. Shelby made a motion to allocate \$2,974 budget toward student recognition including, but not limited to, award certificates, and medals, student celebrations including food and refreshment items, PBS sponsored activities, ROAR Day and attendance celebrations as well as end-of-year celebrations of learning by various grade groups to include food and refreshment items. Mr. Martin seconded the motion. The motion was passed unanimously.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Baker, Shirley	Principal
Schatzel, Nina	Teacher, K-12
Libby, Lisa	Teacher, ESE
Smith , Debra	Instructional Media
Gaddy, Melissa	Teacher, ESE
Lane, Natalina	Teacher, K-12
Lilja, Carla	Assistant Principal
Stringfellow, Sheree	Teacher, ESE
Wielenga, Crystal	Teacher, K-12
Murrell , Laura	Teacher, K-12
Richardson, Darlene	Instructional Coach
Gibson, Gloria	Teacher, K-12
Brillard, Tamara	Teacher, K-12

b. Duties

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

The LLT promotes literacy within the school by analyzing student data, SRA placement and tracking, and adhering to the school's Comprehensive Reading Plan. Based upon the needs reflected by the data, the LLT will develop ongoing professional development, ultimately to improve student achievement. Professional development will focus on SRA Training, Close reading and writing with an emphasis on text-based writing, improving direct instruction, and higher order questioning skills.

The development of these strategies is intended to improve and enrich ALL learners at Cedar Grove. An increased emphasis will be placed on reading and comprehension in the content areas. The Site Based instructional specialist will work closely to monitor fidelity of SRA program and oversee regrouping, placement of students and pacing in regards to progress on standards. The specialist will work with the Literacy Coach to assist in building and maintaining capacity with implementation of these strategies. The instructional specialist will also serve as an effective classroom model. The Literacy Coach and Principal will be responsible for follow up of the professional development activities.

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.

Cedar Grove has implemented professional learning communities at each grade level. The team leaders on each grade serve on the SLT. A focus of the SLT is building the team leaders' capacity for leading their PLCs.

Expectation that encourage positive working relationships among teachers are:

Common grade level planning times

4 days summer planning to develop Instructional Focus Calendars

PLCs meet on Tuesdays and Thursdays to prepare for upcoming lessons
Monthly Learning Walks

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

The strategies that Cedar Grove uses to recruit, develop, and retain highly qualified, certified-in-field, effective teachers are:

- Provide a new teacher orientation before school starts to onboard new teachers.
- Principal meets with new teachers monthly to answer questions and provide small group PD for the appraisal program.
- Teachers who are struggling are assigned to an instructional coach to proactively address concerns.
- Common planning times for grade groups.
- Attend recruitment events.
- Maintain the school's public image by posting positive school activities and events.

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

Cedar Grove is instituting a tiered mentoring program for new teachers:

Tier I - All new teachers attend a New Teacher Orientation to provide school-specific information and expectations. All new teachers are also evaluated by the principal in order to provide focused, consistent feedback.

Tier II - If a new teacher appears to be struggling or having trouble integrating, the principal assigns a 'Buddy Teacher' as an informal point of contact. The Buddy's role is to check on the new teacher regularly especially when events, activities, deadlines, etc are on the calendar.

Tier III- When a new teacher needs more intensive assistance, an administrator will refer the teacher to work with a District Instructional Coach. The Instructional Coaches work with referred teachers on a weekly basis providing focused assistance.

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.

Core subject materials go through a rigorous adoption process at the state level to assure textbook alignment to the Florida Standards. The district adopts core materials based on state options.

Cedar Grove teachers meet weekly in their PLCs to discuss, collaborate, reflect, and pace standards based curriculum taught on their grade level. Common grade level assessments are developed based on standards taught. In addition to this one work day per quarter, is dedicated to PLC work and collaboration.

Teacher lesson plans are monitored weekly for fidelity and adherence to Florida standards by administration.

Administrators conduct regular, unannounced CWTs. During the CWTs, the Learning Objective, instructional materials, and activities are reviewed for alignment with the Florida Standards.

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.

Cedar Grove uses data to drive and differentiate instruction to better accommodate and meet the needs of our diverse learners. Teachers with assistance from the site based coaches, both literacy and math, monitor students through the Common Assessment results, Eureka Math Exit Slips and SRA reading data to determine how students are tracking and growing in their proficiency. Walk to Read groups are adjusted based on the data and student growth. During their common planning time, teachers monitor data and plan differentiated instruction to shore up deficiencies in their student learning.

Once a month all teachers meet with the MTSS team. At the meetings, the team will review screening data and link results to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks.

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: 2,640

Fifteen minutes has been added to the end of the academic day. With this addition to the day, an extra hour has been added to the E.L.A. block. The ELA block at Cedar Grove will be 180 minutes daily or 900 minutes a week.

Strategy Rationale

This is done to further strengthen core instruction and remediation strategies in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Baker, Shirley, bakersy@bay.k12.fl.us

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

Data that will be used to analyze the effectiveness of this strategy will be: Classroom grades, common formative assessments, common summative assessment, NWEA/MAP benchmark assessment results, FSA results, Classroom instructional walk-throughs.

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.

At Cedar Grove Elementary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. The following strategies assist preschoolers with low readiness rates: the state's volunteer Pre-K program, Head Start, and ESE Pre-K are programs that are currently in use to assist preschoolers. Additionally, each school has an Open House/Move In day before school begins. During the Open House/Move In day, students are introduced to the teacher and the school.

Parent involvement and communication regarding transition programs occur at each Title 1 school. Each school sends surveys and newsletters home about transition events to incoming kindergarten parents. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community. There are dedicated funds in Title 1 to address the Pre-K transition strategies outlined above.

The activities start in the spring when children are invited to the school to participate in activities such as visits to classrooms, playground and lunchroom. They have the opportunity to play with children already in kindergarten. While the children are in the classroom, the teacher will read a story, have circle time or let the children play in the different centers. While the children are visiting the classrooms, the parents receive information on how to enroll their child in the school and how to prepare their child for kindergarten.

To facilitate fifth grade transition to middle school, contact is made with the districts middle schools to schedule a school visit. In the spring, fifth grade students have an opportunity to tour the campus, visit classrooms, and meet the administration. Middle schools also provide an official orientation meeting for incoming students before the official start of school. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase the percentage of students proficient by ensuring that classroom instruction is aligned to the true intent of the Florida Standards.

- G2.** CGE will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 Behavior Plan.

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. To increase the percentage of students proficient by ensuring that classroom instruction is aligned to the true intent of the Florida Standards. 1a

G095921

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	68.0
Math Lowest 25% Gains	68.0
Statewide Science Assessment Achievement	36.0

Targeted Barriers to Achieving the Goal 3

- Instructional Resources
- Teachers knowledge and understanding of the new Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Title I Funds
- Eureka Math Curriculum
- Teacher Leaders
- TNTP Support

Plan to Monitor Progress Toward G1. 8

District Common Assessments and MAP Data will be monitored. If grade levels are making expected growth, the strategy is on target to meeting goal.

Person Responsible

Shirley Baker

Schedule

Monthly, from 10/23/2017 to 3/30/2018

Evidence of Completion

Data spreadsheets with baseline and monthly results.

G2. CGE will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 Behavior Plan. 1a

G095922

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	-10.0

Targeted Barriers to Achieving the Goal 3

- Teacher Understanding and/or Buy In
- Fidelity of implementing and monitoring of at-risk students (MTSS)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel: Administration (Principal and Assistant Administrator) The New Teacher Project Company (TNTP) as an outside consultant Site-based Guidance Counselor (Ammons) Site-Based Behavior Interventionist (Schraeder) ESE Resource Teacher onsite 2 days weekly (Moore) MTSS Staff training Specialist (Siler) District ESE specialist (Edwards) District MTSS specialist (Mulkusky) Extensive classroom and instructional support by trained paraprofessionals Site-Based Leadership Team Elevate Bay Mentors (Legg) Promise Para (Hicks) PBIS/Behavior team District Behavior Team District Safety Officer (Renaldo) School Psychologist (Bidwell)
- Materials: Technology available to teachers and students (ZooU) Peace First Tier I Behavior grade level pacing guides DOJO Class Management system Social Skills Groups Check-in/Check-out
- Professional Development: Book studies Beacon Courses Model Classrooms Site-based Danielson Framework Experts Classroom DOJO Learning Walks Professional Learning Communities (PLCs) TNTP recommendations District Coaches for Individual Teachers
- Parent involvement encouraged through: Volunteer program Parent involvement activities (family night out) School Advisory Council Title I meetings
- Weekly grade level team collaboration (PLCs)
- Small class size
- Additional funding available through Title 1
- Community partnerships (i.e., First Baptist Church, Callaway Assembly of God, First Assembly, Hiland Park Baptist)

Plan to Monitor Progress Toward G2. 8

Number of ODRs per grade level, teacher, student

Person Responsible

Carla Lilja

Schedule

Monthly, from 8/17/2017 to 8/17/2017

Evidence of Completion

FOCUS Behavior Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase the percentage of students proficient by ensuring that classroom instruction is aligned to the true intent of the Florida Standards. 1

G095921

G1.B1 Instructional Resources 2

B258238

G1.B1.S1 Provide support and training for implementing Eureka Math, Achieve 3000/SmartyAntz and Stemscores. 4

S273321

Strategy Rationale

Providing comprehensive training will help to teachers to implement programs with fidelity despite any lack of resources.

Action Step 1 5

Teachers attend District training for Eureka Math and Achieve 3000.

Person Responsible

Darlene Richardson

Schedule

On 8/4/2017

Evidence of Completion

Inservice Sign-in Sheets

Action Step 2 5

Provide teachers with time to practice using the Preparation Protocol.

Person Responsible

Shirley Baker

Schedule

Weekly, from 8/9/2017 to 10/27/2017

Evidence of Completion

Pre-school Inservice Agenda, PLC Minutes, Lesson Plans

Action Step 3 5

Provide training on the 7 Elements of Effective Instruction.

Person Responsible

Shirley Baker

Schedule

On 8/11/2017

Evidence of Completion

Pre-school Inservice Agenda

Action Step 4 5

Provide Teachers with feedback on implementation of Eureka Math, Achieve 3000 and the 7 Elements of Effective Instruction.

Person Responsible

Shirley Baker

Schedule

Weekly, from 9/11/2017 to 5/18/2018

Evidence of Completion

CWT Data Reports

Action Step 5 5

Monthly Learning Walks with Grade Groups.

Person Responsible

Shirley Baker

Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

School Calendar, Learning Walk Data Charts

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

Administrators will conduct CWTs weekly during PLC meetings and classroom instruction to monitor the use of the Preparation Protocol to prepare for instruction and during classroom instruction to monitor the implementation of Eureka Math and Achieve 3000 using the 7 Elements of Effective Instruction.

Person Responsible

Shirley Baker

Schedule

Monthly, from 10/11/2017 to 3/28/2018

Evidence of Completion

The CWT data collection form will include items specific to the 7 elements of effective instruction. The data from this chart will be used to monitor implementation.

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

CWT Data and Learning Walk data will be reviewed by the SLT monthly. The strategy implementation will be considered effective if 80% of the teachers observed during the CWTs are implementing the 7 elements of effective instruction AND the instruction is aligned to the true intent of the identified standard.

Person Responsible

Shirley Baker

Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

CWT Charts and SLT minutes.

G1.B1.S2 Provide teachers with resources and support to implement the new programs. 4

 S273322

Strategy Rationale

If quality instruction is a priority, then providing resources to support instruction should be a funding priority.

Action Step 1 5

Literacy Coach and Math Coach to assist teachers with content and new programs.

Person Responsible

Shirley Baker

Schedule

Daily, from 8/8/2017 to 6/7/2018

Evidence of Completion

Access to personnel with content knowledge will help new teachers build capacity for teaching to the full intent of the standards. Coaches will also help teachers implement new programs with fidelity.

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

Meet with coaches weekly.

Person Responsible

Shirley Baker

Schedule

Weekly, from 10/17/2017 to 5/15/2018

Evidence of Completion

Meeting with coaches will ensure that the principal is informed on the needs of teachers. It will also help the coaches to maintain the principal's vision.

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

Administrators will conduct CWTs.

Person Responsible

Shirley Baker

Schedule

Weekly, from 10/2/2017 to 5/18/2018


Evidence of Completion

Data collected on instruction will be evidence of the teachers' capacity for implementing new programs and teaching the standards.

G1.B2 Teachers knowledge and understanding of the new Florida Standards. 2

 B258239

G1.B2.S1 Provide Teachers with training on using a preparation protocol. 4

 S273323

Strategy Rationale

Using a preparation protocol will help teachers plan for instruction that is aligned to true intent of the standard while also proactively anticipating where students may struggle.

Action Step 1 5

Provide training on using the Preparation Protocol.

Person Responsible

Darlene Richardson

Schedule

On 8/9/2017

Evidence of Completion

Pre-school Agenda and sign in sheets.

Action Step 2 5

Provide grade chairs with training and support for facilitating PLCs.

Person Responsible

Shirley Baker

Schedule

Monthly, from 7/10/2017 to 10/27/2017

Evidence of Completion

SLT Minutes.

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

Administrators will drop in on PLC meetings weekly.

Person Responsible

Shirley Baker

Schedule

Weekly, from 9/4/2017 to 4/27/2018

Evidence of Completion

PLC Minutes, Administrator Feedback to Grade Chair

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

The strategy implementation will be considered if 100% PLCs are using the Preparation Protocol with fidelity.

Person Responsible

Shirley Baker

Schedule

Weekly, from 9/4/2017 to 4/27/2018

Evidence of Completion

Completed Preparation Protocol Tool, PLC Minutes, Lesson Plans

G2. CGE will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 Behavior Plan. 1

G095922

G2.B1 Teacher Understanding and/or Buy In 2

B258240

G2.B1.S1 Provide training at preschool inservice and throughout the year as needed to clarify (and repeat) expectations. 4

S273324

Strategy Rationale

Teachers often need reminders of key strategies that have been proven to work with students outside of their go to strategies.

Action Step 1 5

Positive Behavior Interventions and Support (PBIS) training at pre-inservice

Person Responsible

Carla Lilja

Schedule

On 8/10/2017

Evidence of Completion

Sign in sheets, Agenda, Handouts

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

Peace First Tier I Instructional Focus Calendar (IFC)

Person Responsible

Carla Lilja

Schedule

Annually, from 9/1/2017 to 6/1/2018

Evidence of Completion

Copy of Agenda IFC

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

Lesson Plans (Peace First lessons)

Person Responsible

Carla Lilja

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Copy of Planbook Lesson Plans

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

Learning Walks and Walkthrough Observations

Person Responsible

Carla Lilja

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Observation Data Charts

G2.B2 Fidelity of implementing and monitoring of at-risk students (MTSS) 2

 B258241

G2.B2.S1 Collect and Review Behavioral/Discipline Data to Monitor the Fidelity of Tier I, II, and III implementation 4

 S273325

Strategy Rationale

Not all students previously struggling with behavior were entered into MTSSB as Tier II or Tier III

Action Step 1 5

Behavior data chat during Professional Learning Community (PLC) and PBIS/Behavior team meetings

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

agenda, notes from meetings

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

MTSS Behavior Review as a part of PBIS/Behavior Team

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

FOCUS Data Charts, Class DOJO Reports, Notes, and Agenda

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

MTSS Behavior Charts

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

Enrich reports

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 A366905	Teachers attend District training for Eureka Math and Achieve 3000.	Richardson, Darlene	7/10/2017	Inservice Sign-in Sheets	8/4/2017 one-time
G1.B2.S1.A1 A366911	Provide training on using the Preparation Protocol.	Richardson, Darlene	8/9/2017	Pre-school Agenda and sign in sheets.	8/9/2017 one-time
G2.B1.S1.A1 A366913	Positive Behavior Interventions and Support (PBIS) training at pre-inservice	Lilja, Carla	8/10/2017	Sign in sheets, Agenda, Handouts	8/10/2017 one-time
G1.B1.S1.A3 A366907	Provide training on the 7 Elements of Effective Instruction.	Baker, Shirley	8/11/2016	Pre-school Inservice Agenda	8/11/2017 one-time
G2.MA1 M393431	Number of ODRs per grade level, teacher, student	Lilja, Carla	8/17/2017	FOCUS Behavior Data	8/17/2017 monthly
G1.B1.S1.A2 A366906	Provide teachers with time to practice using the Preparation Protocol.	Baker, Shirley	8/9/2017	Pre-school Inservice Agenda, PLC Minutes, Lesson Plans	10/27/2017 weekly
G1.B2.S1.A2 A366912	Provide grade chairs with training and support for facilitating PLCs.	Baker, Shirley	7/10/2017	SLT Minutes.	10/27/2017 monthly
G1.B1.S1.MA1 M393420	Administrators will conduct CWTs weekly during PLC meetings and classroom instruction to monitor...	Baker, Shirley	10/11/2017	The CWT data collection form will include items specific to the 7 elements of effective instruction. The data from this chart will be used to monitor implementation.	3/28/2018 monthly
G1.MA1 M393425	District Common Assessments and MAP Data will be monitored. If grade levels are making expected...	Baker, Shirley	10/23/2017	Data spreadsheets with baseline and monthly results.	3/30/2018 monthly
G1.B1.S1.MA1 M393419	CWT Data and Learning Walk data will be reviewed by the SLT monthly. The strategy implementation...	Baker, Shirley	10/2/2017	CWT Charts and SLT minutes.	3/30/2018 monthly
G1.B1.S1.A5 A366909	Monthly Learning Walks with Grade Groups.	Baker, Shirley	10/2/2017	School Calendar, Learning Walk Data Charts	3/30/2018 monthly
G1.B2.S1.MA1 M393423	The strategy implementation will be considered if 100% PLCs are using the Preparation Protocol with...	Baker, Shirley	9/4/2017	Completed Preparation Protocol Tool, PLC Minutes, Lesson Plans	4/27/2018 weekly
G1.B2.S1.MA1 M393424	Administrators will drop in on PLC meetings weekly.	Baker, Shirley	9/4/2017	PLC Minutes, Administrator Feedback to Grade Chair	4/27/2018 weekly
G1.B1.S2.MA1 M393422	Meet with coaches weekly.	Baker, Shirley	10/17/2017	Meeting with coaches will ensure that the principal is informed on the needs of teachers. It will also help the coaches to maintain the principal's vision.	5/15/2018 weekly
G1.B1.S1.A4 A366908	Provide Teachers with feedback on implementation of Eureka Math, Achieve 3000 and the 7 Elements of...	Baker, Shirley	9/11/2017	CWT Data Reports	5/18/2018 weekly
G1.B1.S2.MA1 M393421	Administrators will conduct CWTs.	Baker, Shirley	10/2/2017	Data collected on instruction will be evidence of the teachers' capacity for implementing new programs and teaching the standards.	5/18/2018 weekly
G2.B1.S1.MA1 M393426	Learning Walks and Walkthrough Observations	Lilja, Carla	9/1/2017	Observation Data Charts	6/1/2018 biweekly
G2.B1.S1.MA1 M393427	Peace First Tier I Instructional Focus Calendar (IFC)	Lilja, Carla	9/1/2017	Copy of Agenda IFC	6/1/2018 annually
G2.B1.S1.MA2 M393428	Lesson Plans (Peace First lessons)	Lilja, Carla	9/1/2017	Copy of Planbook Lesson Plans	6/1/2018 biweekly

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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
G2.B2.S1.MA1 M393429	MTSS Behavior Charts	Lilja, Carla	9/1/2017	Enrich reports	6/1/2018 monthly
G2.B2.S1.MA1 M393430	MTSS Behavior Review as a part of PBIS/Behavior Team	Lilja, Carla	9/1/2017	FOCUS Data Charts, Class DOJO Reports, Notes, and Agenda	6/1/2018 monthly
G2.B2.S1.A1 A366914	Behavior data chat during Professional Learning Community (PLC) and PBIS/ Behavior team meetings	Lilja, Carla	9/1/2017	agenda, notes from meetings	6/1/2018 monthly
G1.B1.S2.A1 A366910	Literacy Coach and Math Coach to assist teachers with content and new programs.	Baker, Shirley	8/8/2017	Access to personnel with content knowledge will help new teachers build capacity for teaching to the full intent of the standards. Coaches will also help teachers implement new programs with fidelity.	6/7/2018 daily

V. Professional Development Opportunities

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

G1. To increase the percentage of students proficient by ensuring that classroom instruction is aligned to the true intent of the Florida Standards.

G1.B1 Instructional Resources

G1.B1.S1 Provide support and training for implementing Eureka Math, Achieve 3000/SmartyAntz and Stemscoptes.

PD Opportunity 1

Teachers attend District training for Eureka Math and Achieve 3000.

Facilitator

District Trainer

Participants

Teachers

Schedule

On 8/4/2017

PD Opportunity 2

Provide training on the 7 Elements of Effective Instruction.

Facilitator

Shirley Baker

Participants

Cedar Grove Teachers

Schedule

On 8/11/2017

PD Opportunity 3

Monthly Learning Walks with Grade Groups.

Facilitator

Shirley Baker

Participants

Grade Groups

Schedule

Monthly, from 10/2/2017 to 3/30/2018

G1.B1.S2 Provide teachers with resources and support to implement the new programs.

PD Opportunity 1

Literacy Coach and Math Coach to assist teachers with content and new programs.

Facilitator

Michael Dunnivant and Darlene Richardson

Participants

Cedar Grove Teachers

Schedule

Daily, from 8/8/2017 to 6/7/2018

G1.B2 Teachers knowledge and understanding of the new Florida Standards.

G1.B2.S1 Provide Teachers with training on using a preparation protocol.

PD Opportunity 1

Provide training on using the Preparation Protocol.

Facilitator

Darlene Richardson and Michael Dunnivant

Participants

Cedar Grove Teachers

Schedule

On 8/9/2017

PD Opportunity 2

Provide grade chairs with training and support for facilitating PLCs.

Facilitator

Shirley Baker

Participants

School Leadership Team

Schedule

Monthly, from 7/10/2017 to 10/27/2017

G2. CGE will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 Behavior Plan.

G2.B1 Teacher Understanding and/or Buy In

G2.B1.S1 Provide training at preschool inservice and throughout the year as needed to clarify (and repeat) expectations.

PD Opportunity 1

Positive Behavior Interventions and Support (PBIS) training at pre-inservice

Facilitator

Carla Lilja and Amanda Echols

Participants

All Classroom Teachers

Schedule

On 8/10/2017

VI. Technical Assistance Items

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

G1. To increase the percentage of students proficient by ensuring that classroom instruction is aligned to the true intent of the Florida Standards.

G1.B1 Instructional Resources

G1.B1.S1 Provide support and training for implementing Eureka Math, Achieve 3000/SmartyAntz and Stemscoptes.

TA Opportunity 1

Provide teachers with time to practice using the Preparation Protocol.

Facilitator

Darlene Richardson and Michael Dunnivant

Participants

Grade Level PLCs

Schedule

Weekly, from 8/9/2017 to 10/27/2017

TA Opportunity 2

Provide Teachers with feedback on implementation of Eureka Math, Achieve 3000 and the 7 Elements of Effective Instruction.

Facilitator

Shirley Baker and Carla Lilja

Participants

Cedar Grove Teachers

Schedule

Weekly, from 9/11/2017 to 5/18/2018

G2. CGE will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 Behavior Plan.

G2.B2 Fidelity of implementing and monitoring of at-risk students (MTSS)

G2.B2.S1 Collect and Review Behavioral/Discipline Data to Monitor the Fidelity of Tier I, II, and III implementation

TA Opportunity 1

Behavior data chat during Professional Learning Community (PLC) and PBIS/Behavior team meetings

Facilitator

Site based FOCUS and Class Dojo experts

Participants

Grade Level Teams, PLCs, and/or PBIS/Behavior Team

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Teachers attend District training for Eureka Math and Achieve 3000.				\$0.00
2	G1.B1.S1.A2	Provide teachers with time to practice using the Preparation Protocol.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	120-Classroom Teachers	0091 - Cedar Grove Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Stipends for planning.</i>			
3	G1.B1.S1.A3	Provide training on the 7 Elements of Effective Instruction.				\$0.00
4	G1.B1.S1.A4	Provide Teachers with feedback on implementation of Eureka Math, Achieve 3000 and the 7 Elements of Effective Instruction.				\$0.00
5	G1.B1.S1.A5	Monthly Learning Walks with Grade Groups.				\$0.00
6	G1.B1.S2.A1	Literacy Coach and Math Coach to assist teachers with content and new programs.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Cedar Grove Elementary School	Title, I Part A		\$50,000.00
			<i>Notes: Full time Math Coach</i>			
7	G1.B2.S1.A1	Provide training on using the Preparation Protocol.				\$0.00

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8	G1.B2.S1.A2	Provide grade chairs with training and support for facilitating PLCs.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0091 - Cedar Grove Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Summer SLT Planning</i>			
9	G2.B1.S1.A1	Positive Behavior Interventions and Support (PBIS) training at pre-inservice				\$0.00
10	G2.B2.S1.A1	Behavior data chat during Professional Learning Community (PLC) and PBIS/ Behavior team meetings				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0091 - Cedar Grove Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Summer Planning</i>			
					Total:	\$60,000.00