Polk County Public Schools

Sandhill Elementary School

2017-18 Schoolwide Improvement Plan

Sandhill Elementary School

1801 TYNER RD, Haines City, FL 33844

http://schools.polk-fl.net/sandhill

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	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

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 Sandhill Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Sandhill Elementary is the driving force in providing a quality education in a safe supportive environment where our future leaders are inspired, challenged, and encouraged to reach their potential.

b. Provide the school's vision statement.

To teach all students to reach their academic potential and to consistently demonstrate CRANE characteristics (Courteous, Responsible, Attentive, Noble, Exemplary).

2. School Environment

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

Teachers receive professional development and implement Kagan Cooperative Learning structures, including class-building strategies, in their classrooms. This allows the teacher and student peers to more deeply understand each child's unique culture and background experiences so that the class becomes a working team.

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

We implement highly effective Positive Behavior Support systems in all areas of our school. Students are explicitly taught CRANE qualities (Courteous, Responsible, Attentive, Noble, and Exemplary) and are rewarded for demonstrating those qualities. CHAMPs is implemented in all classrooms across the campus on a consistent basis.

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.

We implement highly effective Positive Behavior Support systems in all areas of our school. Students are explicitly taught CRANE qualities (Courteous, Responsible, Attentive, Noble, and Exemplary) and are rewarded for demonstrating those qualities. We also teach and reinforce explicit procedures and routines for all areas of campus: Cafeteria, walkways, Physical Education, Music, Art, Bus Loading, car rider dismissal, etc.

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

Teachers refer students with social-emotional needs to our guidance counselor and/or our Leadership Team for assistance. MTSS (Multi-Tiered Systems of Support) structures are effectively implemented in all classrooms, providing Tier 1, Tier 2 and Tier 3 supports (academic and/or behavioral) as needed for all students. Staff mentor program is implemented for students with Tier 2 behavior needs. Families in need are identified and provided services as appropriate (food, school supplies, clothing, counseling, etc.).

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.

Absent 10% or more of the days enrolled (using truancy absence definition).
Over-age 2 or more years for the grade level.
Total number of ISS/OSS is greater than 3.
Course failure in English Language Arts or mathematics.
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

These areas are reviewed by the MTSS Team on a weekly basis. Students who fall under these categories are provided with interventions according to need.

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	21	13	11	12	11	0	0	0	0	0	0	0	90
One or more suspensions	0	4	2	1	8	12	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	5	3	35	1	0	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	35	30	21	0	0	0	0	0	0	0	86

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	2	5	3	5	6	4	0	0	0	0	0	0	0	25

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

Early Warning Report in Performance Matters is reviewed monthly by school Leadership Team. MTSS (Multi-Tiered System of Support) is effectively implemented throughout all grade levels for academic and/or behavior needs (Tier 1, Tier 2, and Tier 3 interventions). Excessive absences are tracked by School Social Worker, Guidance Counselor and Principal who implement interventions as needed.

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/432916.

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.

We work with various community groups (Solavita Retirement Community, KidsPack, First Methodist Church in Dundee, local realtor group, Chamber of Commerce, etc.) to sustain partnerships and communication with our community. We share the needs of our families and provide these groups with updated data on our school as requested for their documentation purposes.

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
Conely, Kathy	Principal
Vanhook, Kim	Assistant Principal
Chapman, Sally	Instructional Technology
Alford, Renee	Teacher, K-12
Beasley, Cindy	Instructional Coach
Glasgow, Jennifer	Instructional Coach
Lewis, Sarah	School Counselor
Renesca, Lindsay	Dean

b. Duties

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

The role of the Principal is to provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. This includes the implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

The principal provides leadership for and management of programs and processes related to instruction, school operations personnel management, business management, student support services, student activities and community involvement.

The role of the Assistant Principal is to facilitate effective professional development, monitor the implementation of critical initiatives, provide structure for and monitoring of a school learning environment that improves learning for all students and ensure that communication with parents remains an effective bridge to enhance student success.

The role of the Instructional Technology person is to facilitate the implementation of effective, research-based instructional technology in order to increase student engagement, critical progress monitoring efforts and ensure student achievement.

The role of the Teacher K-12 (Instructional Interventionist) is to provide intensive academic instruction to a focus group of students based on prior academic performance so that learning gains and academic success will be achieved with these students.

The role of the Instructional Coach for Reading is to provide professional development, model effective instructional strategies, and guide teachers in understanding the new Florida State Standards through lesson plan development through a research-based coaching model with the focus on Reading/English Language standards.

The role of the Instructional Coach for Math is to provide professional development, model effective instructional strategies, and guide teachers in understanding the new Florida State Standards through lesson plan development through a research-based coaching model with the focus on Math standards.

The role of the Guidance Counselor is to provide support and guidance to students, parents and staff through implementation of the MTSS (Multi-Tiered System of Supports) model.PBS and CHAMPS so as to assure student behaviors positively affect their school day and learning.

All members of the Leadership Team employ a transparent decision-making process that is based on the school vision, mission, and improvement priorities using facts and data. They also assist with managing the organization, operations, and school facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment at our school.

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.

School leadership identifies and aligns all available resources through our Leadership Team activities. We coordinate supplemental funding through communication with our district office in Title I, ESE, Headstart Pre-K, and other relevant programs. Inventory of instructional resources is maintained by our assistant principal and academic coaches. Meetings of the school Leadership Team are held every week. We use progress monitoring data analysis to determine how to apply resources for the highest impact.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jose Zayas	Education Support Employee
Senette Turner	Teacher
Renee Alford	Teacher
Banessa Martinez	Education Support Employee
Sylvia Tellado	Education Support Employee
Kathy Conely	Principal

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

The SIP will be presented to the SAC at the 2nd meeting of the year. Goals, baseline scores, current academic status, barriers, strategies, resources and budgets will be provided. After questions and discussion the SAC will vote to approve the 2017-2018 School Improvement Plan.

b. Development of this school improvement plan

SAC members participated in district SIP training and were involved in the development of the needs assessment, 8-step planning and problem solving steps of the plan.

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

SAC members participated in analysis of our school budget and the correlation with our SIP goals.

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

During the 2016-17 school year ... Title I funds used to improve student academic performance: $281,187.54 on personnel to improve academic performance. $9,114.94 spent on increasing parental involvement. Instructional supplemental materials to increase student achievement: $89,195.38.

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
Conely, Kathy	Principal
Vanhook, Kim	Assistant Principal
Glasgow, Jennifer	Instructional Coach
Chapman, Sally	Instructional Technology
Alford, Renee	Other

b. Duties

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

The Literacy Team promotes literacy through the effective implementation of our Accelerated Reader program. The team analyzes AR data to ensure 100% participation and that students are progressing toward their individual reading goals. The Literacy Team analyzes student progress monitoring data, and state assessment data to determine literacy needs in the areas of classroom instruction and school-wide initiatives to increase literacy and reading success for all students.

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.

All classroom teachers have common planning time established with our master schedule. Teachers meet weekly with academic coaches to increase team effectiveness and focus on the tested standards and appropriate resources and assessments.

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

Our school's reputation as a consistently high performing Title I school over the past seven years is our best strategy to recruit highly qualified teachers who are certified in-field. Highly effective teachers are paired with teachers new to the school.

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

Every teacher who is new to our school (even experienced teachers coming from another school site) are assigned a school mentor. Often this mentor is a member of the school Leadership Team or is a Special Area teacher in the same field of study. These pairs meet throughout the year so that the new teacher has someone to explain the procedures, routines and expectations at our school. Each year our new teachers respond on the district survey indicating their high level of satisfaction with this arrangement.

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.

Teachers meet throughout the school year in grade level and vertical teams to unpack the Florida Standards. Academic resource coaches and administration provide the structure for this ongoing activity to deepen teachers' understanding of the standards and implications for instruction and assessment.

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 meets regularly with teachers to analyze student data based on ongoing progress monitoring data. Ability level groups are used during instruction blocks to provide for appropriate Tier 1 instruction. Teachers also provide Tier 2 and Tier 3 instructional interventions following data analysis of needs. Teachers then meet with Leadership every six weeks to analyze student response to Tier 2 / 3 interventions and determine if the intervention needs to be modified or continued. With this consistent implementation we have seen drastic increases in our learning gains on state assessments. We have implemented a STEM Acceleration Academy for high performing students in order to meet their unique academic needs.

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: Before School Program

Minutes added to school year: 800

Identified students meet with teachers before school to receive academic enrichment.

Strategy Rationale

The purpose of this early morning tutoring time is to provide additional enrichment opportunities for selected students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Vanhook, Kim, kim.vanhook@polk-fl.net

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

Learning gains on state assessments.

Strategy: After School Program

Minutes added to school year: 960

Identified students meet with teachers after school to receive academic assistance.

Strategy Rationale

The purpose of this after school tutoring time is to provide additional learning opportunities for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Alford, Renee, renee.alford@polk-fl.net

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

State assessment results

Strategy: Summer Program

Minutes added to school year: 16,800

Identified students meet with teachers for 7 hours each day for 8 weeks to receive academic assistance.

Strategy Rationale

The purpose of this summer tutoring time is to provide additional learning opportunities for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Vanhook, Kim, kim.vanhook@polk-fl.net

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

State Assessment results.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

We work together with our district pre-k staff to ensure a smooth transition to the K-5 level. We offer Headstart Pre-K instruction on our campus. Our school psychologist serves on the Leadership Team for our zoned flow school for grades 6-8 in order to provide transition infrastructure as needed. Middle school guidance counselors from local area schools visit Sandhill Elementary to provide information to 5th grade classes about transitioning to middle school.

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.

Every other year we hold a Career Awareness day with over 30 careers represented. Students listen to presentations while taking notes using a thinking map format. At the end of the presentations the students write summaries of their learning. This event fosters partnerships with local business, industry and community organizations.

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

Does not apply at the elementary level.

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

Our STEM Academy will be initiating awareness of career and technical education opportunities through their curriculum.

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.

Does not apply to the elementary level.

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.

Strengths: ELA Gains have increased from 43% to 46% making a learning gain. ELA lowest 25% has increased from 32% to 45% making a learning gain.

Weaknesses: Overall proficiency in ELA has decreased from 44% to 43%. Overall proficiency in Science has steadily decreased over the past 3 years going from 50% to 37% to 30%. Math lowest 25% has decreased from 34% to 29%.

23% of the tested students are ELL students. Only 15% of these students scored level 3 and above in ELA and 35% in Math.

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

Change in administration and instructional staff over the past 5 years has resulted in a lack of knowledge of identification and instructional strategies to meet the needs of all learners. Teachers also don't know how to analyze data to inform instruction.

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.   Teachers will use the Multi Tiered System of Supports to meet the needs of all students in order to increase student achievement by 10%

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. Teachers will use the Multi Tiered System of Supports to meet the needs of all students in order to increase student achievement by 10% `1a`

`G097981`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	49.0
Statewide Science Assessment Achievement	30.0
Discipline incidents	244.0
FSA ELA Achievement	48.0
FSA Mathematics Achievement	53.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	50.0
Math Lowest 25% Gains	34.0

Targeted Barriers to Achieving the Goal `3`

- Teachers lack the knowledge of instructional strategies related to differentiated instruction and MTSS

- Teachers not understanding the depth of the standards to be taught.

- Parents lack the resources and knowledge to help their child(ren) at home with academics and behavior.

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

- Kagan Cooperative Learning resources

- Academic Coaches

- PBS/School-wide behavior plan

- PBS Team

Plan to Monitor Progress Toward G1. `8`

Student discipline records, mentoring logs, Check in check out data

Person Responsible
Lindsay Renesca

Schedule
Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Progress will be analyzed monthly using various sources and adjustments to interventions will be made accordingly.

Plan to Monitor Progress Toward G1. 8

Academic data/graphs from MTSS meetings with Teachers

Person Responsible
Sarah Lewis

Schedule
Monthly, from 8/8/2016 to 5/31/2018

Evidence of Completion
Data from formative assessments (STAR, Math assessments, etc.)

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. Teachers will use the Multi Tiered System of Supports to meet the needs of all students in order to increase student achievement by 10% `1`

🔑 G097981

G1.B1 Teachers lack the knowledge of instructional strategies related to differentiated instruction and MTSS `2`

🔑 B263449

G1.B1.S1 Leadership Team members will conduct weekly PLC's with professional learning centered around instructional strategies in the areas of Learning Environment, Reading, Math, Science, and MTSS `4`

🔑 S278999

Strategy Rationale

Teachers need basic knowledge of effective instructional strategies to implement in the classroom and thus increase student achievement.

Action Step 1 `5`

Conduct weekly PLC's with each grade level.

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/29/2017 to 5/22/2018

Evidence of Completion

Sign In Sheet and Agenda's

Action Step 2 `5`

Survey teaching staff to determine their understanding of instructional strategies.

Person Responsible

Kim Vanhook

Schedule

Triannually, from 8/4/2017 to 5/31/2018

Evidence of Completion

Survey results

Action Step 3 `5`

Identify model classrooms

Person Responsible

Kathy Conely

Schedule

Quarterly, from 10/27/2017 to 5/31/2018

Evidence of Completion

List of model classrooms

Action Step 4 `5`

Utilize model classrooms for professional learning to reinforce effective instructional strategies through professional dialogue with teachers

Person Responsible

Kathy Conely

Schedule

Quarterly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Graphic organizer completed by teachers when observing, discussion notes

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

Distribution of climate survey to determine teacher understanding of instructional strategies.

Person Responsible

Kim Vanhook

Schedule

Triannually, from 8/29/2017 to 5/25/2018

Evidence of Completion

Survey data will be dis-aggregated.

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

Collection of sign in sheets and agendas from weekly PLC's.

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/29/2017 to 5/25/2018

Evidence of Completion

Sign in sheets and agendas will be collected weekly.

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

Collection of formative assessment data.

Person Responsible

Jennifer Glasgow

Schedule

Monthly, from 9/1/2017 to 5/4/2018

Evidence of Completion

Formative assessment data.

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

Collection of summative assessment data

Person Responsible

Kathy Conely

Schedule

On 6/8/2018

Evidence of Completion

FSA Scores, final STAR data

G1.B1.S2 Classroom Teachers will Implement effective instructional strategies related to differentiated instruction and MTSS. 4

🔑 S279000

Strategy Rationale

Follow up of strategy #1.

Action Step 1 5

Teachers will implement effective instructional strategies learned in weekly professional learning PLCs.

Person Responsible

Kathy Conely

Schedule

Daily, from 8/11/2017 to 5/31/2018

Evidence of Completion

Walk through data

Action Step 2 5

Teachers will analyze data to determine student progress and make adjustments on instructional strategies according to student needs

Person Responsible

Kathy Conely

Schedule

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

Evidence of Completion

Data analysis by each teacher using formative data

Action Step 3 5

MTSS meetings will be held according to data

Person Responsible

Sarah Lewis

Schedule

Monthly, from 10/6/2017 to 5/31/2018

Evidence of Completion

Data charts and graphs for MTSS for both behavior and academics

G1.B4 Teachers not understanding the depth of the standards to be taught. 2

B263452

G1.B4.S1 Teachers will participate in a book study - The Essentials for Standards-Driven Classrooms A Practical Instructional Model for Every Student to Achieve Rigor. 4

S279003

Strategy Rationale

Teachers need to understand the big picture.

Action Step 1 5

Teachers will be provided with the book and asked to read one chapter each month

Person Responsible

Kathy Conely

Schedule

Monthly, from 8/11/2017 to 12/22/2017

Evidence of Completion

Agendas, sign in sheets, discussion notes

Action Step 2 5

Teachers will meet in a PLC and discuss the chapter for the month, applying it to what is relevant to their classroom

Person Responsible

Kathy Conely

Schedule

Monthly, from 8/11/2017 to 12/22/2017

Evidence of Completion

Agendas, sign in sheets, discussion notes

Action Step 3 [5]

Lesson plans will be checked for rigor and complexity

Person Responsible

Kathy Conely

Schedule

Monthly, from 10/27/2017 to 5/31/2018

Evidence of Completion

Lesson plans, instruction through walk throughs

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

Collect agendas, sign in sheets for book study meetings

Person Responsible

Kim Vanhook

Schedule

Monthly, from 8/11/2017 to 12/22/2017

Evidence of Completion

Make notes regarding the discussions that occur during the book studies. Teachers will also turn in notes taken during their readings.

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

Lesson plans

Person Responsible

Kim Vanhook

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Lesson plans will be checked monthly. An increase in rigor and complexity/depth of the standard should be seen in lesson plans as the book study discussions progress.

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

Formative assessment data

Person Responsible

Jennifer Glasgow

Schedule

Monthly, from 9/29/2017 to 5/31/2018

Evidence of Completion

Formative assessment data will be collected monthly by teachers

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

Summative assessment data

Person Responsible

Kathy Conely

Schedule

On 6/8/2018

Evidence of Completion

FSA scores, end of year STAR data

G1.B4.S2 Leadership Team will facilitate collaborative planning with teachers as they meet in PLCs and plan effective instruction using the standards. `4`

`S279004`

Strategy Rationale

Teachers will need modeling on how to unpack standards, along with guiding questions. Gradual release will be used.

Action Step 1 `5`

The Leadership Team Members will facilitate PLCs with teachers weekly to plan instruction by unpacking standards, analyzing student data and using curriculum maps to ensure that all students are making progress.

Person Responsible

Kim Vanhook

Schedule

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

Evidence of Completion

Lesson plans

Action Step 2 `5`

Student work will be analyzed to ensure the depth of the standard is reached

Person Responsible

Kathy Conely

Schedule

Quarterly, from 11/30/2017 to 5/31/2018

Evidence of Completion

Student work, rubrics

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Lesson plans will be checked monthly for depth of the standards

Person Responsible

Kathy Conely

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Lesson plan checklist will be used to document depth of the standards

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Graphic organizer / form will be used when Leadership Team is meeting with PLCs

Person Responsible

Jennifer Glasgow

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

PLC meeting form will be completed and turned in to administration

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Formative Assessment data

Person Responsible

Jennifer Glasgow

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

STAR Math and Reading, AR and istation data will be analyzed monthly

G1.B7 Parents lack the resources and knowledge to help their child(ren) at home with academics and behavior. 2

🔑 B263455

G1.B7.S1 Provide parents with knowledge and resources through communication and workshops. 4

🔑 S279005

Strategy Rationale

Many parents haven't had a pleasant experience with school in the past and lack the knowledge of how to help their child.

Action Step 1 5

Communicate with parents through a school wide Friday Folder and Agenda Planners.

Person Responsible

Renee Alford

Schedule

Weekly, from 8/11/2017 to 5/25/2018

Evidence of Completion

Action Step 2 5

Provide parent workshops for parents in Reading, Math and Behavior.

Person Responsible

Renee Alford

Schedule

Monthly, from 9/22/2017 to 3/23/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M406432	Student discipline records, mentoring logs, Check in check out data	Renesca, Lindsay	8/29/2016	Progress will be analyzed monthly using various sources and adjustments to interventions will be made accordingly.	6/2/2017 monthly
G1.B4.S1.MA1 M406427	Collect agendas, sign in sheets for book study meetings	Vanhook, Kim	8/11/2017	Make notes regarding the discussions that occur during the book studies. Teachers will also turn in notes taken during their readings.	12/22/2017 monthly
G1.B4.S1.A1 A375927	Teachers will be provided with the book and asked to read one chapter each month	Conely, Kathy	8/11/2017	Agendas, sign in sheets, discussion notes	12/22/2017 monthly
G1.B4.S1.A2 A375928	Teachers will meet in a PLC and discuss the chapter for the month, applying it to what is relevant...	Conely, Kathy	8/11/2017	Agendas, sign in sheets, discussion notes	12/22/2017 monthly
G1.B7.S1.A2 A375933	Provide parent workshops for parents in Reading, Math and Behavior.	Alford, Renee	9/22/2017		3/23/2018 monthly
G1.B1.S1.MA1 M406421	Collection of formative assessment data.	Glasgow, Jennifer	9/1/2017	Formative assessment data.	5/4/2018 monthly
G1.B1.S1.A1 A375920	Conduct weekly PLC's with each grade level.	Conely, Kathy	8/29/2017	Sign In Sheet and Agenda's	5/22/2018 weekly
G1.B1.S1.MA1 M406423	Distribution of climate survey to determine teacher understanding of instructional strategies.	Vanhook, Kim	8/29/2017	Survey data will be dis-aggregated.	5/25/2018 triannually
G1.B1.S1.MA3 M406424	Collection of sign in sheets and agendas from weekly PLC's.	Conely, Kathy	8/29/2017	Sign in sheets and agendas will be collected weekly.	5/25/2018 weekly
G1.B7.S1.A1 A375932	Communicate with parents through a school wide Friday Folder and Agenda Planners.	Alford, Renee	8/11/2017		5/25/2018 weekly
G1.MA1 M406433	Academic data/graphs from MTSS meetings with Teachers	Lewis, Sarah	8/8/2016	Data from formative assessments (STAR, Math assessments, etc.)	5/31/2018 monthly
G1.B1.S1.A2 A375921	Survey teaching staff to determine their understanding of instructional strategies.	Vanhook, Kim	8/4/2017	Survey results	5/31/2018 triannually
G1.B1.S1.A3 A375922	Identify model classrooms	Conely, Kathy	10/27/2017	List of model classrooms	5/31/2018 quarterly
G1.B1.S1.A4 A375923	Utilize model classrooms for professional learning to reinforce effective instructional strategies...	Conely, Kathy	11/6/2017	Graphic organizer completed by teachers when observing, discussion notes	5/31/2018 quarterly
G1.B4.S1.MA1 M406425	Formative assessment data	Glasgow, Jennifer	9/29/2017	Formative assessment data will be collected monthly by teachers	5/31/2018 monthly
G1.B4.S1.MA3 M406428	Lesson plans	Vanhook, Kim	9/1/2017	Lesson plans will be checked monthly. An increase in rigor and complexity/ depth of the standard should be seen in lesson plans as the book study discussions progress.	5/31/2018 monthly
G1.B4.S1.A3 A375929	Lesson plans will be checked for rigor and complexity	Conely, Kathy	10/27/2017	Lesson plans, instruction through walk throughs	5/31/2018 monthly
G1.B1.S2.A1 A375924	Teachers will implement effective instructional strategies learned in weekly professional learning...	Conely, Kathy	8/11/2017	Walk through data	5/31/2018 daily
G1.B1.S2.A2 A375925	Teachers will analyze data to determine student progress and make adjustments on instructional...	Conely, Kathy	9/5/2017	Data analysis by each teacher using formative data	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A3 🔑 A375926	MTSS meetings will be held according to data	Lewis, Sarah	10/6/2017	Data charts and graphs for MTSS for both behavior and academics	5/31/2018 monthly
G1.B4.S2.MA1 🔑 M406429	Formative Assessment data	Glasgow, Jennifer	9/4/2017	STAR Math and Reading, AR and istation data will be analyzed monthly	5/31/2018 monthly
G1.B4.S2.MA1 🔑 M406430	Lesson plans will be checked monthly for depth of the standards	Conely, Kathy	9/4/2017	Lesson plan checklist will be used to document depth of the standards	5/31/2018 monthly
G1.B4.S2.MA2 🔑 M406431	Graphic organizer / form will be used when Leadership Team is meeting with PLCs	Glasgow, Jennifer	9/4/2017	PLC meeting form will be completed and turned in to administration	5/31/2018 biweekly
G1.B4.S2.A1 🔑 A375930	The Leadership Team Members will facilitate PLCs with teachers weekly to plan instruction by...	Vanhook, Kim	8/14/2017	Lesson plans	5/31/2018 weekly
G1.B4.S2.A2 🔑 A375931	Student work will be analyzed to ensure the depth of the standard is reached	Conely, Kathy	11/30/2017	Student work, rubrics	5/31/2018 quarterly
G1.B1.S1.MA4 🔑 M406422	Collection of summative assessment data	Conely, Kathy	6/8/2018	FSA Scores, final STAR data	6/8/2018 one-time
G1.B4.S1.MA4 🔑 M406426	Summative assessment data	Conely, Kathy	6/8/2018	FSA scores, end of year STAR data	6/8/2018 one-time

V. Professional Development Opportunities

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

G1. Teachers will use the Multi Tiered System of Supports to meet the needs of all students in order to increase student achievement by 10%

G1.B1 Teachers lack the knowledge of instructional strategies related to differentiated instruction and MTSS

G1.B1.S1 Leadership Team members will conduct weekly PLC's with professional learning centered around instructional strategies in the areas of Learning Environment, Reading, Math, Science, and MTSS

PD Opportunity 1

Conduct weekly PLC's with each grade level.

Facilitator

Kathy Conely

Participants

All teachers

Schedule

Weekly, from 8/29/2017 to 5/22/2018

PD Opportunity 2

Identify model classrooms

Facilitator

Kathy Conely, Kim Vanhook, Cindy Beasley, Jennifer Glasgow

Participants

All teachers

Schedule

Quarterly, from 10/27/2017 to 5/31/2018

PD Opportunity 3

Utilize model classrooms for professional learning to reinforce effective instructional strategies through professional dialogue with teachers

Facilitator

Kathy Conely, Kim Vanhook, Cindy Beasley, Jennifer Glasgow

Participants

All teachers

Schedule

Quarterly, from 11/6/2017 to 5/31/2018

G1.B1.S2 Classroom Teachers will Implement effective instructional strategies related to differentiated instruction and MTSS.

PD Opportunity 1

Teachers will analyze data to determine student progress and make adjustments on instructional strategies according to student needs

Facilitator

Kathy Conely

Participants

All teachers

Schedule

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

G1.B4 Teachers not understanding the depth of the standards to be taught.

G1.B4.S1 Teachers will participate in a book study - The Essentials for Standards-Driven Classrooms A Practical Instructional Model for Every Student to Achieve Rigor.

PD Opportunity 1

Teachers will be provided with the book and asked to read one chapter each month

Facilitator

Kathy Conely

Participants

All teachers

Schedule

Monthly, from 8/11/2017 to 12/22/2017

PD Opportunity 2

Teachers will meet in a PLC and discuss the chapter for the month, applying it to what is relevant to their classroom

Facilitator

Kathy Conely, Kim Vanhook, Jennifer Glasgow, Cindy Beasley

Participants

All teachers

Schedule

Monthly, from 8/11/2017 to 12/22/2017

G1.B4.S2 Leadership Team will facilitate collaborative planning with teachers as they meet in PLCs and plan effective instruction using the standards.

PD Opportunity 1

The Leadership Team Members will facilitate PLCs with teachers weekly to plan instruction by unpacking standards, analyzing student data and using curriculum maps to ensure that all students are making progress.

Facilitator

Leadership Team

Participants

All Teachers

Schedule

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

PD Opportunity 2

Student work will be analyzed to ensure the depth of the standard is reached

Facilitator

Kathy Conely

Participants

All teachers

Schedule

Quarterly, from 11/30/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. Teachers will use the Multi Tiered System of Supports to meet the needs of all students in order to increase student achievement by 10%

G1.B1 Teachers lack the knowledge of instructional strategies related to differentiated instruction and MTSS

G1.B1.S1 Leadership Team members will conduct weekly PLC's with professional learning centered around instructional strategies in the areas of Learning Environment, Reading, Math, Science, and MTSS

TA Opportunity 1

Survey teaching staff to determine their understanding of instructional strategies.

Facilitator

Kim Vanhook

Participants

All teachers

Schedule

Triannually, from 8/4/2017 to 5/31/2018

G1.B1.S2 Classroom Teachers will Implement effective instructional strategies related to differentiated instruction and MTSS.

TA Opportunity 1

MTSS meetings will be held according to data

Facilitator

Kathy Conely, Kim Vanhook, Sarah Lewis

Participants

All teachers

Schedule

Monthly, from 10/6/2017 to 5/31/2018

G1.B4 Teachers not understanding the depth of the standards to be taught.

G1.B4.S1 Teachers will participate in a book study - The Essentials for Standards-Driven Classrooms A Practical Instructional Model for Every Student to Achieve Rigor.

TA Opportunity 1

Lesson plans will be checked for rigor and complexity

Facilitator

Kathy Conely

Participants

All teachers

Schedule

Monthly, from 10/27/2017 to 5/31/2018

G1.B7 Parents lack the resources and knowledge to help their child(ren) at home with academics and behavior.

G1.B7.S1 Provide parents with knowledge and resources through communication and workshops.

TA Opportunity 1

Communicate with parents through a school wide Friday Folder and Agenda Planners.

Facilitator

Renee Alford, Kathy Conely, Kim Vanhook

Participants

All Staff, Parents

Schedule

Weekly, from 8/11/2017 to 5/25/2018

TA Opportunity 2

Provide parent workshops for parents in Reading, Math and Behavior.

Facilitator

Renee Alford, Cindy Beasley, Jennifer Glasgow

Participants

Parents

Schedule

Monthly, from 9/22/2017 to 3/23/2018

VII. Budget					
1	**G1.B1.S1.A1**	**Conduct weekly PLC's with each grade level.**			**$144,816.14**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0341 - Sandhill Elementary School	Title, I Part A		$144,816.14
			Notes: Reading Coach and Math Coach salaries			
2	**G1.B1.S1.A2**	**Survey teaching staff to determine their understanding of instructional strategies.**			**$0.00**
3	**G1.B1.S1.A3**	**Identify model classrooms**			**$0.00**
4	**G1.B1.S1.A4**	**Utilize model classrooms for professional learning to reinforce effective instructional strategies through professional dialogue with teachers**			**$3,264.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	600-Capital Outlay	0341 - Sandhill Elementary School	Title, I Part A		$3,264.00
			Notes: 6 substitutes per day for 5 days in order for teachers to observe model classrooms and debrief			
5	**G1.B1.S2.A1**	**Teachers will implement effective instructional strategies learned in weekly professional learning PLCs.**			**$83,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0341 - Sandhill Elementary School	Title, I Part A		$22,500.00
			Notes: Purchase 30 student computers for students to use istation during Literacy Centers			
	5100	612-Library Books for Existing Libraries	0341 - Sandhill Elementary School	Title, I Part A		$40,000.00
			Notes: Purchase leveled readers for classroom libraries for guided reading instruction and Literacy Centers.			

	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0341 - Sandhill Elementary School	Title, I Part A		$9,500.00
			Notes: Purchase 4 Smart boards, 4 projectors and 4 document cameras for classrooms that don't have these items in order for all classrooms to utilize effective instructional strategies.			
	5100	590-Other Materials and Supplies	0341 - Sandhill Elementary School	Title, I Part A		$11,000.00
			Notes: Purchase whiteboards and markers for checking for understanding. Purchase Math Manipulatives for hands on learning.			
6	G1.B1.S2.A2	**Teachers will analyze data to determine student progress and make adjustments on instructional strategies according to student needs**				**$0.00**
7	G1.B1.S2.A3	**MTSS meetings will be held according to data**				**$78,689.61**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0341 - Sandhill Elementary School	Title, I Part A		$63,689.61
			Notes: Reading Interventionist to work with students identified during MTSS meetings according to progress monitoring Para professional to work with students identified during MTSS meetings according to progress monitoring			
	5900	100-Salaries	0341 - Sandhill Elementary School	Title, I Part A		$15,000.00
			Notes: Tutoring after school for students identified during MTSS meetings according to progress monitoring data			
8	G1.B4.S1.A1	**Teachers will be provided with the book and asked to read one chapter each month**				**$1,400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		$1,400.00
			Notes: Purchase books for book study on standards based instruction.			
9	G1.B4.S1.A2	**Teachers will meet in a PLC and discuss the chapter for the month, applying it to what is relevant to their classroom**				**$0.00**
10	G1.B4.S1.A3	**Lesson plans will be checked for rigor and complexity**				**$0.00**
11	G1.B4.S2.A1	**The Leadership Team Members will facilitate PLCs with teachers weekly to plan instruction by unpacking standards, analyzing student data and using curriculum maps to ensure that all students are making progress.**				**$6,528.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0341 - Sandhill Elementary School	Title, I Part A		$6,528.00
			Notes: Provide substitute teachers for curriculum planning and unpacking the standards.			
12	G1.B4.S2.A2	**Student work will be analyzed to ensure the depth of the standard is reached**				**$6,528.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	6400	140-Substitute Teachers	0341 - Sandhill Elementary School	Title, I Part A		$6,528.00
			Notes: Provide substitute teachers for analysis of student work and vertical teaming.			
13	G1.B7.S1.A1	**Communicate with parents through a school wide Friday Folder and Agenda Planners.**				**$5,411.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		$5,411.00
			Notes: Purchase Friday folders and Agenda Planners for parent communication.			
14	G1.B7.S1.A2	**Provide parent workshops for parents in Reading, Math and Behavior.**				**$27,834.25**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		$5,141.07
			Notes: Provide materials, food, and child care for the parents who attend the parent workshops.			
	6150	100-Salaries	0341 - Sandhill Elementary School	Title, I Part A		$22,693.18
			Notes: Salary for parent involvement para to communicate with parents before, during and after parent workshops to help students at home			
					Total:	$357,471.00