

Escambia County School District

Navy Point Elementary School



2017-18 Schoolwide Improvement Plan

Navy Point Elementary School

1321 PATTON DR, Pensacola, FL 32507

www.escambiaschools.org

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 | 72% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | D | C | C* | 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 Escambia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 11 |
| Ambitious Instruction and Learning | 12 |
| 8-Step Planning and Problem Solving Implementation | 17 |
| Goals Summary | 17 |
| Goals Detail | 17 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 36 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 38 |
| Professional Development Opportunities | 38 |
| Technical Assistance Items | 41 |
| Appendix 3: Budget to Support Goals | 41 |

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 Navy Point 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.

All members of the school community work together to motivate students to develop into successful learners, good citizens, and future leaders.

b. Provide the school's vision statement.

Create a school where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

2. School Environment

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

Navy Point Elementary is a Capturing Kids Heart (CKH) school. This is the overarching system that places an expectation on teachers and staff to work towards building relational capacity with students and families. This is done by making personal phone calls home prior to the beginning of the school year, greeting students at the classroom door, and sharing good things in the classroom communities daily. The Capturing Kids Hearts EXCEL model is utilized school-wide, setting up a system where teachers engage, explore, communicate, and empower their students each day.

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

A team of teachers and support personnel attended the PBS Tier I and II training. The training allowed our team to develop school wide rules and expectations, a reward system for positive behavior, and a culture of recognition where students and classes are recognized frequently for exhibiting positive behavior. We have our PBS rules and expectations posted throughout the school, we recognize teachers for their implementation of PBS, and we have trained our office staff on creating a welcoming environment for all of those that enter our school. Our students are greeted at their classroom doors each morning by their teachers which allows for the development of relationships, a sense of community, and an opportunity for teachers to find out if students are having any issues prior to them entering the classroom. We meet monthly following our general PBS meetings to discuss those students who are in need of Tier II interventions and the progress being made.

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.

Students are expected to follow our school-wide rules for each area of the school building under the three main rules of Be Ready, Be Respectful, and Be Responsible. Students are rewarded with Navy Point Patches for positively exhibited behavior throughout the school. In the event that students do not respond to positive reinforcement within the school, there is a discipline flow chart in place for teachers to use. Teachers follow the flow chart and definitions of behaviors to determine if the behavior should be classroom or office managed. For the 2017-2018 school year, we have continued a school wide citizenship plan as a means of consistently handling and tracking classroom managed

behaviors. Teachers provide students with a verbal warning first, followed by the reteaching of a behavior, and then a one on one conference with students where the behavior is discussed and points are deducted occurs. All faculty and staff were trained on the use of this school-wide plan along with the review of the PBS system during the pre-school planning week.

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.

Our students' social-emotional needs are first met in the classroom with their teachers who have been trained in Capturing Kids Hearts. Teachers develop social contracts with their classes and refer students back to the social contract regularly. In addition to the classroom environment that lays the foundation for social-emotional needs, we have a school-based guidance counselor, a military guidance counselor, and a school social worker that work together to monitor all Early Warning Systems, meet with targeted groups of students, run focus groups, and mentor individual students as needed or indicated by EWS data.

This year Navy Point will also be implementing the Sanford Harmony social curriculum to assist with meeting the needs of all students. The program aligns greatly with the CKH and PBIS programs also ready being implemented. It will be used on a daily bases to teach students coping strategies, as well as appropriate interactions with peers and others.

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.

At Navy Point we view attendance as one of the the most important factors in the success of a student. We know that loss of instruction equals the possible loss of a child by the time they reach high school. Therefore, Navy Point has identified the following areas of focus for EWS:

- Number of Out Of School Suspensions (OSS)
- Number of In School Suspensions (ISS)
- Number of tardies
- Number of absences greater than 5 days

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 | 3 | 14 | 17 | 19 | 25 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 |
| One or more suspensions | 0 | 2 | 1 | 8 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Course failure in ELA or Math | 0 | 8 | 17 | 24 | 24 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 7 | 31 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 2 | 7 | 16 | 29 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |

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

We have implemented a tardy record book that is being used as an intervention for students with multiple unexcused tardies. This book requires parents to sign a statement indicating that they are aware of the negative consequences to being late to school. These interventions are in place to prevent students from exhibiting multiple EWS indicators.

The school social worker will be meeting with parents and the guidance counselor on a bi-weekly bases to discuss specific students and their attendance concerns. Actions will be taken as necessary to help correct the concerns related to tardies and absences.

Rtl team meetings will be held weekly to determine strategies to assist students with meeting the academic goals identified as needs. Students will be tracked and monitored for growth over time and Rtl next step processes will be followed when students do not demonstrate significant progress or for students that have been identified in multiple EWS areas.

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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Navy Point Elementary receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, Part A programs.

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.

Navy Point values its partnerships with local community members. We have partnerships with 2 churches currently. Our partners have come as a result of the community reaching out to the school to give a helping hand. Both partners contacted the school to find out how they can assist us in helping students reach their maximum achievement.

Olive Baptist West at Warrington provides a welcome back breakfast for our faculty and staff members

each year. They also host a luncheon for our 5th grade students at no cost to our school and allows us to use their sanctuary for the 5th grade awards program. They provide services and supplies as needed during the year.

StoryPoint Baptist Church of Gulf Breeze provided a welcome back luncheon for our teachers along with supplies from the wish list provided by teachers. Each year they have been gracious enough to host 2 additional luncheons for our faculty and staff during the year. Some of the members have offered to volunteer their time and services in tutoring students. The church also provides weekly meals in a neighboring park for students and families in the community.

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 |
|---------------------|---------------------|
| Ford-Harris, Monica | Principal |
| Frick, Pam | Other |
| Cothran, Laurie | Assistant Principal |
| Davis, Sheryl | Teacher, K-12 |
| Gooden, Bernita | School Counselor |
| Griffin, Holly | Teacher, K-12 |
| Griffin, Linda | Teacher, K-12 |
| Hernandez, Joshua | Teacher, K-12 |
| Mayo, Pamela | Teacher, K-12 |
| Paulus, Dawn | Teacher, K-12 |
| Upmanis, Kristy | Teacher, K-12 |
| Rose, Tiffany | Instructional Media |

b. Duties

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

The school leadership team serves as a collaborative team that represents teachers, administration, and support personnel. The goal of the leadership team is to develop a culture of shared leadership and collaborative problem solving. The team meets regularly to make instructional decisions, discuss school data, and plan action steps necessary for making improvements. The members of the team are responsible for facilitating data meetings within their teams, while guiding their team mates toward implementing any school wide initiatives decided upon by the leadership team.

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.

Each grade level meets on a weekly basis and submits documentation of their planning meeting. Within their planning documentation, the teams identify needs in the form of instructional resources, professional development, and curriculum. From these documented needs, the school leadership meets monthly to identify and discuss priority areas. Once the leadership team has made a decision and determined it to be aligned with the school improvement goals, the administrative team will align budgetary funds with the decided upon project, resources, training priority and will help the leadership team to decide upon a plan of implementation to include progress monitoring and inventory of resources.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------|--------------------|
| Monica Ford-Harris | Principal |
| Karen Dade | Parent |
| Amanda Hankins | Parent |
| Rebecca Gonzalez | Parent |
| Lori Coleman | Parent |
| Sonja Lee | Parent |
| Holly Griffin | Teacher |
| Jeffery Spoonyberger | Business/Community |
| Lilliam Negrón | Parent |

b. Duties

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

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

a. Evaluation of last year's school improvement plan

During the September meeting the council will receive a brief overview of our school's performance on the Florida Standards Assessment and the End of Year Assessment through Schoolnet. A summary of how we did in meeting our goals will also be shared with parents. Time for questions and answers will be allotted to ensure that parents fully understand how the current year's goals are driven by the data from the previous year.

b. Development of this school improvement plan

The principal will make a presentation of the plan to members during the September meeting. All members will receive a copy of the plan and use it to guide any input or to answer concerns regarding the plan. Once agreed upon, the members will then vote to accept the plan as written or with the recommended corrections.

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

In the spring of each year, the SAC will meet to discuss the budgets for the next year. Ideas of what worked well from the previous year, as well as what the possible needs will be the following year are considered in the development of the budget and plan.

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

The administrative team will be soliciting permission from the SAC to purchase Red Ribbon week resources for the students. We would also like to have some 2 benches installed at the front area of the school for students to use during dismissal to help main a safe environment for the students.

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 |
|---------------------|---------------------|
| Cothran, Laurie | Assistant Principal |
| Frick, Pam | Teacher, K-12 |
| Griffin, Holly | Teacher, K-12 |
| Davis, Sheryl | Teacher, K-12 |
| Griffin, Linda | Teacher, K-12 |
| Paulus, Dawn | Teacher, PreK |
| Mayo, Pamela | Teacher, K-12 |
| Hernandez, Joshua | Teacher, K-12 |
| Upmanis, Kristy | Teacher, K-12 |
| Ford-Harris, Monica | Principal |
| Gooden, Bernita | |
| Rose, Tiffany | Instructional Media |

b. Duties

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

The literacy leadership team is represented by every grade level and meets monthly to discuss data related to ELA. The goals of the team this year are to find methods for promoting literacy opportunities throughout all content areas with a focus on integrating writing practice in all subjects. The team has decided upon procedures for celebrating student progress toward literacy related accomplishments such as meeting AR goals and growth on STAR360 benchmark assessments. The team will focus primarily on student data from the STAR360 benchmark assessments and will make decisions for literacy instruction that will continue to initiate student growth and success.

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.

Teachers within each grade level are provided a 40 minute planning period each day at the same time as all other members of their team. Teams work together a minimum of two days per week. These meetings include professional development opportunities, planning, and student data discussions. Teams must submit a summary of their meetings through Google Forms, which shows evidence of positive relationships and collaborative planning.

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

Recruitment and retention of highly effective teachers is essential to the continuous improvement of a school. At Navy Point, a team of appropriate representatives interviews, rates, and provides input regarding the hiring and placement of teachers. The interview questions are developed to match the school's priorities and driving forces and candidates are chosen based on a team decision.

All beginning teachers are provided support through the START program (Successful Teachers Assisting Rising Teachers). The program provides the new teachers with a CT (Consulting Teacher), who meets with them on a regular basis to observe, provide feedback, and as a team collaborate on strategies to improvement in areas of concern. Each teacher is partnered with a buddy teacher on campus for support.

The administration will meet with the new teachers on a monthly basis to determine needs and to provide support. The teachers will participate in required district trainings in order to ensure that they are well prepared with the appropriate tools to implement curriculum and instruction effectively. The teachers will be given release time as needed to visit model classrooms for further support and development as a professional.

The growth and development of all teachers is vital to Navy Point, therefore teachers are provided peer observation time, collaborative planning opportunities, and professional development sessions as deemed appropriate for teacher's needs.

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

In addition to the district's mentoring program, Navy Point implements a site based mentor program where each first year teacher is assigned a grade level teacher mentor who assists them with school procedures, policies, and other areas of school related concerns. They work collaboratively on planning and will be provided with opportunities to visit other classrooms to gain insight and ideas for continuous improvement.

New Teacher Mentor Teacher
Gunter, Jenna (1st) Kristy Upmanis (1st)
Tobler, Crystal (2nd) Joshua Hernandez (2nd)
Garcia, Alisha (4th) Linda Griffin (4th)
Johnson, Kaylee (5th) Holly Griffin (5th)

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.

Navy Point begins all instructional decision making with the Florida Standards. Teachers utilize the district standards alignments to know which standards to be focusing on first, then work to understand the standards prior to pulling instructional materials. The core materials, programs, and resources used are adopted by the district, therefore alignment to the Florida Standards exists, but teachers are trained to read and understand the standards prior to planning the use of any materials and understand that not all parts of a resource are always aligned directly to Florida Standards. All whole and small group activities, enrichment and remediation resources, and instructional programs are aligned to grade level standards. There are systems in place at Navy Point such as the use of Planbook.com, where teachers document their small group instruction plans. There is a central activities planning sheet that allows for monitoring and feedback related to teacher's use of instructional materials that is aligned to the 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.

Navy Point utilizes multiple sources of data to include STAR360 Assessment, iStation, SchoolNet, Study Island teacher created formative assessment, standards-based probes, and unit assessments to inform instruction. Each month, team leaders will facilitate an analysis of data most relevant to their grade level's instruction focus for the month. They will analyze and evaluate student performance data while making judgments and decisions related to student needs, teacher strengths, along with intervention and enrichment strategies. Teams are working toward facilitating flexible grouping across the grade level to maximize on teacher strengths. Systems are in place to support team sharing of data on a monthly basis, which holds each team accountable for addressing student needs and following through with their plans for meeting student's needs while fostering a culture of data sharing and collaborative problem solving within the school.

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: 10,800

K-3 students will be assessed using beginning of year checklists, DRA assessments, and STAR360 Assessments for ELA. The assessments will be used to group students within grade level for interventions and enrichment activities to include close reading through the use of fiction and non-fiction text, along with Study Island and iStation as supplemental resources. Our ESE and lower performing students will be instructed using the SRA Direct Instruction curriculum.

Fourth and fifth grades will focus on writing during the block. Students will be given a benchmark writing task. Following the scoring of the tasks, teachers will guide students through specifically designed mini lessons related to the 3 domains for scoring. The major focus for the lessons will be conferencing and editing. The students will complete a rewrite once they have been instructed following the mini lesson cycles based on areas of need.

Strategy Rationale

The plan above will assist Navy Point in meeting the academic needs of all students in the area of ELA. Students who have mastered standards and are ready for enrichment will receive those services which has been a barrier for Navy Point in past years.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ford-Harris, Monica, mford-harris@ecsdfl.us

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

Students's performance on benchmark assessments, DRA level growth, grades on unit assessment, and Florida Standards Assessment data will be used to determine the effectiveness of the strategies implemented.

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.

Navy Point currently has 2 ESE Pre-K classrooms and a VPK Inclusion classroom. We provide the students in these classes with multiple opportunities to make their transition to kindergarten a smooth process. Some examples are:

- 1) Many ride buses to and from school
- 2) Students eat breakfast and lunch in the school's cafeteria
- 3) The students are trained how to run errands to the front office and cafeteria. They are also allowed to visit the Media Center for book checkouts.
- 4) Students share a playground area with kindergarten students
- 5) The students are active participants in school-wide activities
- 6) Students' exposure to specific reading standards help to prepare them for the kindergarten

curriculum (letter sounds, letter recognition, and numbers)

An annual orientation/school visit is scheduled for other Pre-K students in the district that are slated to attend Navy Point. The students visit our campus and are assigned to a kindergarten classroom for about an hour or two and participate in the routine of the class. This opportunity allows the children to experience a typical day in kindergarten.

Our third through fifth grade students follow a departmentalized schedule which helps prepare them for the transition to middle school by placing responsibility on them when changing classes, organizing their materials, and adhering to multiple sets of procedures and routines. The middle schools offer orientation events that we encourage our students to attend.

b. College and Career Readiness

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

N / A

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

N / A

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

N / A

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

N / A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

N/A

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.

N/A

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.** Increasing student achievement in core academic areas.
- G2.** If all teachers utilize data effectively to plan for targeted instruction by providing rigorous enrichment and remedial opportunities across all content areas for both whole and small group, increased proficiency and learning gains will result.
- G3.** Increasing the awareness of our school's population by gaining knowledge of our student's struggles and interest will assist teachers with more effective planning and identifying relevant instructional resources to reduce negative behaviors and increase engaging instructional time, which will result in higher proficiency and learning gain percentages across all content areas.

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. Increasing student achievement in core academic areas. 1a

G098286

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 45.0 |
| FSA Mathematics Achievement | 45.0 |
| Statewide Science Assessment Achievement | 65.0 |

Targeted Barriers to Achieving the Goal 3

- Students lack the access to the rich, immersive experiences beyond the classroom instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- UniSIG funds will help to fund on campus and off campus field trips

Plan to Monitor Progress Toward G1. 8

Student performance on STAR360 data and monthly writing assessments will help us to determine the effectiveness of the field trips.

Person Responsible

Monica Ford-Harris

Schedule

On 5/11/2018

Evidence of Completion

STAR360 math and reading data, monthly writing scores

G2. If all teachers utilize data effectively to plan for targeted instruction by providing rigorous enrichment and remedial opportunities across all content areas for both whole and small group, increased proficiency and learning gains will result. **1a**

G098287

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | |
| AMO Math - All Students | |
| FCAT 2.0 Science Proficiency | 50.0 |

Targeted Barriers to Achieving the Goal **3**

- Implementation of a new benchmark assessment with training needed to understand reports and use of them to inform instruction
- The larger class sizes in grades 3-5 make it difficult for teachers to ensure daily small group opportunities for all students
- Limited time beyond the regular school day to provide interventions for lower performing students in grades K-5

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

- Professional Development related to planning and effective instruction strategies
- Quarterly planning days with support from English Language Arts, Mathematics, and Science subject area specialists for teachers in grades 3 through 5.
- DRA (Developmental Reading Assessment 2)
- Standards - based frameworks & unit planning guides
- Renaissance Place STAR360 groupings
- Reading Wonders/Wonder Works Unit Assessments
- UniSIG money to maintain 4 teachers at each grade level in grades 3-5
- UniSIG money to implement an after-school tutoring program for the lower performing students at grades K-5
- UniSIG money to fund Study Island standards-based math component

Plan to Monitor Progress Toward G2. 8

The administration along with the faculty and staff members will monitor the progress towards our goal by looking at monthly STAR360 reports, Focus gradebook data, Classroom Walkthrough data (weekly), and planbook lessons, and Study Island performance reports.

Person Responsible

Laurie Cothran

Schedule

Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion

STAR360 comparative reports, gradebook averages, CWT spreadsheet, Study Island performance reports, and lesson plans

G3. Increasing the awareness of our school's population by gaining knowledge of our student's struggles and interest will assist teachers with more effective planning and identifying relevant instructional resources to reduce negative behaviors and increase engaging instructional time, which will result in higher proficiency and learning gain percentages across all content areas. 1a

G098288

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Math - All Students | |
| AMO Reading - All Students | |

Targeted Barriers to Achieving the Goal 3

- Most of our teachers are coming from a socio-economic background that does not represent those of the students they educate.
- Students are not able to collaborate with their technological devices to improve engagement and authentic learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Book study on, "White Folks Who Teach in the Hood and the Rest of Y'all Too"
- UniSIG money will be used to fund a half-day on-site follow up workshop/presentation with Dr. Chris Emdin, author of the above book
- UniSIG money will be used to fund a multi-day onsite training on Capturing Kids' Hearts
- UniSIG money will be used to fund non-tech related expenses

Plan to Monitor Progress Toward G3. 8

The PBIS team will review the monthly data reports from RtI-B, Minor Infraction Reports (Google Form), and Focus to determine the improvement of student discipline.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/18/2017 to 5/23/2018

Evidence of Completion

RtI-B reports, Minor Infraction Reports (Google Form), Focus reports, and teacher feedback via grade level minutes (Google Form)

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. Increasing student achievement in core academic areas. **1**

 G098286

G1.B1 Students lack the access to the rich, immersive experiences beyond the classroom instruction. **2**

 B264412

G1.B1.S1 Students will have the opportunity to participate in on campus and off campus field trip experiences. **4**

 S280094

Strategy Rationale

By participating in the field trips students will have the real-world experiences that extend beyond the classroom and textbooks.

Action Step 1 **5**

UniSIG funds will be used to offer students off campus and on campus field trips.

Person Responsible

Monica Ford-Harris

Schedule

On 5/11/2018

Evidence of Completion

Paid invoices from the buses and admissions fees

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

We will monitor the field trip calendar which is school-based.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 1/1/2018 to 5/11/2018

Evidence of Completion

Paid invoices for buses and admission fees, school field trip calendar

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

Follow up activities in the classroom related to the sites visited or activities performed in the classrooms. Students will complete journal writings or student created slide shows of pictures.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 1/1/2018 to 5/11/2018

Evidence of Completion

Student journal entries, paid invoices, and slide presentations

G2. If all teachers utilize data effectively to plan for targeted instruction by providing rigorous enrichment and remedial opportunities across all content areas for both whole and small group, increased proficiency and learning gains will result. 1

G098287

G2.B1 Implementation of a new benchmark assessment with training needed to understand reports and use of them to inform instruction 2

B264413

G2.B1.S1 Provide professional development on using the small group report from STAR360 to identify student needs and resources for targeted instruction during small group. 4

S280095

Strategy Rationale

If teachers understand how to interpret and use the reports provided by the program, they will be able to target the specific needs of their students through the small groups, as well as the class needs through the whole group reteaching model.

Action Step 1 5

Following the train the trainer model, the school-based STAR360 team will participate in the district PD related to the program. The members will then provide PD opportunities for all other faculty members. During monthly grade level data meetings, the reports and data will be further disseminated for lesson planning purposes.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Professional development sign in forms and data meeting minutes (Google Form)

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

Sign in sheets from the PD activities and grade level data meeting form

Person Responsible

Laurie Cothran

Schedule

Weekly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Sign in sheets, PD agendas, and data meeting minutes (Google Form)

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

Review of weekly planbook.com lessons during Classroom Walkthroughs, focusing on evidence of targeted small group instruction, as well as whole group reteaching of standards.

Person Responsible

Monica Ford-Harris

Schedule

Weekly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Planbook (lesson plans) and grade level data reporting forms

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

The faculty and staff will receive on-going professional development related to STAR360 and how to use the reports to gauge students' progress toward proficiency and learning gains. During the monthly grade level data meetings the team will discuss the progress or lack of with their students and the administrative team. The team will develop a plan of support as needed to include the subject area specialists.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion

PD agenda and sign in sheets, lesson plans, data meeting minutes (Google Form), grade level meeting notes (Google Form), and Comparative STAR360 reports

G2.B1.S2 Use Study Island standards-based program as a tool to remediate and enrich students based on data. 4

 S280096

Strategy Rationale

If teachers are able to determine students weaknesses and strengths, they will be able to target those areas for small group and center activities.

Action Step 1 5

Students in grades 3-5 will use Study Island's math component for remediation and enrichment purposes

Person Responsible

Monica Ford-Harris

Schedule

Weekly, from 9/25/2017 to 5/23/2018

Evidence of Completion

Reports from Study Island and performance data from STAR360

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will use the weekly reports provided by Study Island to assign them standards specific assignments in math.

Person Responsible

Monica Ford-Harris

Schedule

Weekly, from 9/25/2017 to 5/23/2018

Evidence of Completion

Assignment reports for each class, standards mastery reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teachers will meet monthly with the administrative team to discuss the students progress on Study Island.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/25/2017 to 5/23/2018

Evidence of Completion

Data meeting minutes (Google Form)

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teachers will meet monthly with the administrative team to discuss the students progress on Study Island.

Person Responsible

Monica Ford-Harris


Schedule

Monthly, from 9/25/2017 to 5/23/2018

Evidence of Completion

Data meeting minutes (Google Form)

G2.B2 The larger class sizes in grades 3-5 make it difficult for teachers to ensure daily small group opportunities for all students **2**

 B264414

G2.B2.S1 Hire 2 new teachers at grades 4-5 **4**

 S280097

Strategy Rationale

The hiring of the teachers will help to reduce the class size at both levels and allow for more small group opportunities.

Action Step 1 **5**

We will hire 2 new, supplemental teachers in grades 4-5

Person Responsible

Monica Ford-Harris

Schedule

On 5/29/2018

Evidence of Completion

Skyward payroll report

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

We will complete the hiring process through Human Resources and track employee attendance.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/1/2017 to 5/29/2018

Evidence of Completion

Raptor reports and Skyward reports

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

We will monitor the teacher's attendance and lesson plans on Planbook.

Person Responsible

Laurie Cothran


Schedule

On 5/29/2018


Evidence of Completion

Skyward reports, Raptor reports, and Planbook

G2.B3 Limited time beyond the regular school day to provide interventions for lower performing students in grades K-5 2

 B264415

G2.B3.S1 Implement an after-school tutoring program for lower performing students in grades K-5 4

 S280098

Strategy Rationale

Additional time for interventions will help to close the achievement gap.

Action Step 1 5

We will be implementing an after-school tutoring program that will provide additional intervention time for our lower performing students in grades K-5.

Person Responsible

Laurie Cothran

Schedule

Biweekly, from 10/3/2017 to 2/22/2018

Evidence of Completion

Attendance sheets from each session

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The sign in sheets each week will be collected to monitor student attendance, as well as teacher extra pay sheets.

Person Responsible

Laurie Cothran

Schedule

Monthly, from 10/3/2017 to 2/22/2018

Evidence of Completion

Sign in sheets and extra pay sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

We expect to see the number of students in tier II and tier III of Rtl reduced based on the extra intervention time.

Person Responsible

Laurie Cothran

Schedule

On 2/22/2018

Evidence of Completion

Rtl student lists and student performance on district and state assessments

G3. Increasing the awareness of our school's population by gaining knowledge of our student's struggles and interest will assist teachers with more effective planning and identifying relevant instructional resources to reduce negative behaviors and increase engaging instructional time, which will result in higher proficiency and learning gain percentages across all content areas. 1

G098288

G3.B1 Most of our teachers are coming from a socio-economic background that does not represent those of the students they educate. 2

B264416

G3.B1.S1 Teachers will participate in a book study on, "For White Folks Who Teach in the Hood and the Rest of Ya'll Too." Along with the book study teachers will be involved in meaningful activities that will further deepen their understand of our student population. 4

S280099

Strategy Rationale

If teachers understand the cultural and socio-economic divide within our families, it will help them to better plan for the potential behaviors and instructional interest of our students.

Action Step 1 5

Teachers will participate in a book study, along with other related activities that will assist them in determining the best instructional strategies and behavioral techniques to implement in order to increase student performance.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/18/2017 to 12/15/2017

Evidence of Completion

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

Teachers will meet in both whole group and small group settings to complete the book study activities.

Person Responsible

Laurie Cothran

Schedule

Monthly, from 9/18/2017 to 12/15/2017

Evidence of Completion

Sign in sheets and completion of Google Classroom assignments

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

Administration will monitor through the use of classroom walkthrough notes and discipline referral counts each month.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/18/2017 to 5/23/2018

Evidence of Completion

Classroom Walkthrough data, Rtl-B reports, Minor Infraction Reports (Google Form), and FOCUS discipline reports

G3.B1.S2 Teachers will participate in a multi-day onsite workshop on Capturing Kids' Hearts. 4

 S280100

Strategy Rationale

If teachers understand the critical role that building positive relationships with their students takes in their classrooms, our student's negative behaviors will decrease due to an increased awareness of our students' lives and personal barrier, thus also increasing higher proficiency and learning gains.

Action Step 1 5

Teachers will attend a multi-day onsite workshop on Capturing Kids' Hearts

Person Responsible

Monica Ford-Harris

Schedule

On 5/31/2018

Evidence of Completion

Sign - in Sheets from workshop attendance, receipts from bookings

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers will implement the strategies learned from this workshop in their classrooms with their students. A social contract and the Four Essential Questions will also be used with students.

Person Responsible

Laurie Cothran

Schedule

On 5/24/2019

Evidence of Completion

Signed Social Contracts posted in classrooms, Four Essential Questions posted and used with students

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Teachers will build a Social Contract with their students and each student will sign the contract. This contract will be posted in the room as a reference. The teachers will also begin asking the Four Essential Questions when students need to be redirected to doing the correct thing.

Person Responsible

Monica Ford-Harris

Schedule

On 5/24/2019


Evidence of Completion

The Social Contracts and Four Essential Questions will be posted in all classrooms for all stakeholders to view and reference.

G3.B2 Students are not able to collaborate with their technological devices to improve engagement and authentic learning. 2

 B264417

G3.B2.S1 Purchases of non-tech related items will allow students to experience hands on activities that will lead to increased student engagement. 4

 S280101

Strategy Rationale

When students are motivated to participate in class, authentic learning occurs.

Action Step 1 5

Purchases of non-tech related resources to include STEM and Makerspace activities. The hands on, minds on approach will increase student engagement.

Person Responsible

Laurie Cothran

Schedule

On 10/6/2017

Evidence of Completion

Receipts from purchase of wall-mounted televisions and Chromecast sticks, use in classrooms

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

The administrative team will conduct classroom walkthroughs and observe the implementation of STEM and Makerspace activities being integrated.

Person Responsible

Laurie Cothran

Schedule

Weekly, from 10/16/2017 to 5/29/2018

Evidence of Completion

Classroom walkthrough Google Forms, professional development sign in sheets, final products for STEM and Makerspace

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

The administrative team will conduct classroom walkthroughs and observe the STEM and Makerspace activities. Each classroom will have a designated area for student exploration.

Person Responsible

Monica Ford-Harris

Schedule

Weekly, from 10/9/2017 to 5/29/2018













Evidence of Completion

Professional development sign - in sheets, classroom walkthrough Google Forms

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 | | | | | |
| G3.B2.S1.A1 A377651 | Purchases of non-tech related resources to include STEM and Makerspace activities. The hands on,... | Cothran, Laurie | 10/2/2017 | Receipts from purchase of wall-mounted televisions and Chromecast sticks, use in classrooms | 10/6/2017 one-time |
| G3.B1.S1.MA1 M408743 | Teachers will meet in both whole group and small group settings to complete the book study... | Cothran, Laurie | 9/18/2017 | Sign in sheets and completion of Google Classroom assignments | 12/15/2017 monthly |
| G3.B1.S1.A1 A377649 | Teachers will participate in a book study, along with other related activities that will assist... | Ford-Harris, Monica | 9/18/2017 | | 12/15/2017 monthly |
| G2.B3.S1.MA1 M408739 | We expect to see the number of students in tier II and tier III of RtI reduced based on the extra... | Cothran, Laurie | 10/3/2017 | RtI student lists and student performance on district and state assessments | 2/22/2018 one-time |
| G2.B3.S1.MA1 M408740 | The sign in sheets each week will be collected to monitor student attendance, as well as teacher... | Cothran, Laurie | 10/3/2017 | Sign in sheets and extra pay sheets | 2/22/2018 monthly |
| G2.B3.S1.A1 A377648 | We will be implementing an after-school tutoring program that will provide additional intervention... | Cothran, Laurie | 10/3/2017 | Attendance sheets from each session | 2/22/2018 biweekly |
| G1.MA1 M408730 | Student performance on STAR360 data and monthly writing assessments will help us to determine the... | Ford-Harris, Monica | 1/1/2018 | STAR360 math and reading data, monthly writing scores | 5/11/2018 one-time |
| G1.B1.S1.MA1 M408728 | Follow up activities in the classroom related to the sites visited or activities performed in the... | Ford-Harris, Monica | 1/1/2018 | Student journal entries, paid invoices, and slide presentations | 5/11/2018 monthly |
| G1.B1.S1.MA1 M408729 | We will monitor the field trip calendar which is school-based. | Ford-Harris, Monica | 1/1/2018 | Paid invoices for buses and admission fees, school field trip calendar | 5/11/2018 monthly |
| G1.B1.S1.A1 A377644 | UniSIG funds will be used to offer students off campus and on campus field trips. | Ford-Harris, Monica | 1/1/2018 | Paid invoices from the buses and admissions fees | 5/11/2018 one-time |
| G2.MA1 M408741 | The administration along with the faculty and staff members will monitor the progress towards our... | Cothran, Laurie | 8/21/2017 | STAR360 comparative reports, gradebook averages, CWT spreadsheet, Study Island performance reports, and lesson plans | 5/23/2018 monthly |
| G3.MA1 M408748 | The PBIS team will review the monthly data reports from RtI-B, Minor Infraction Reports (Google... | Ford-Harris, Monica | 9/18/2017 | RtI-B reports, Minor Infraction Reports (Google Form), Focus reports, and teacher feedback via grade level minutes (Google Form) | 5/23/2018 monthly |
| G2.B1.S1.MA1 M408731 | The faculty and staff will receive on-going professional development related to STAR360 and how to... | Ford-Harris, Monica | 8/21/2017 | PD agenda and sign in sheets, lesson plans, data meeting minutes (Google Form), grade level meeting notes (Google Form), and Comparative STAR360 reports | 5/23/2018 monthly |
| G2.B1.S1.MA1 M408732 | Sign in sheets from the PD activities and grade level data meeting form | Cothran, Laurie | 8/21/2017 | Sign in sheets, PD agendas, and data meeting minutes (Google Form) | 5/23/2018 weekly |
| G2.B1.S1.MA2 M408733 | Review of weekly planbook.com lessons during Classroom Walkthroughs, focusing on evidence of... | Ford-Harris, Monica | 8/21/2017 | Planbook (lesson plans) and grade level data reporting forms | 5/23/2018 weekly |
| G2.B1.S1.A1 A377645 | Following the train the trainer model, the school-based STAR360 team will participate in the... | Ford-Harris, Monica | 8/21/2017 | Professional development sign in forms and data meeting minutes (Google Form) | 5/23/2018 monthly |
| G3.B1.S1.MA1 M408742 | Administration will monitor through the use of classroom walkthrough notes and discipline referral... | Ford-Harris, Monica | 9/18/2017 | Classroom Walkthrough data, RtI-B reports, Minor Infraction Reports (Google Form), and FOCUS discipline reports | 5/23/2018 monthly |

Escambia - 0381 - Navy Point Elementary School - 2017-18 SIP
Navy Point Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---------------------|-------------------------------|--|-----------------------|
| G2.B1.S2.MA1  M408734 | Teachers will meet monthly with the administrative team to discuss the students progress on Study... | Ford-Harris, Monica | 9/25/2017 | Data meeting minutes (Google Form) | 5/23/2018 monthly |
| G2.B1.S2.MA1  M408735 | Teachers will meet monthly with the administrative team to discuss the students progress on Study... | Ford-Harris, Monica | 9/25/2017 | Data meeting minutes (Google Form) | 5/23/2018 monthly |
| G2.B1.S2.MA1  M408736 | Teachers will use the weekly reports provided by Study Island to assign them standards specific... | Ford-Harris, Monica | 9/25/2017 | Assignment reports for each class, standards mastery reports | 5/23/2018 weekly |
| G2.B1.S2.A1  A377646 | Students in grades 3-5 will use Study Island's math component for remediation and enrichment... | Ford-Harris, Monica | 9/25/2017 | Reports from Study Island and performance data from STAR360 | 5/23/2018 weekly |
| G2.B2.S1.MA1  M408737 | We will monitor the teacher's attendance and lesson plans on Planbook. | Cothran, Laurie | 9/1/2017 | Skyward reports, Raptor reports, and Planbook | 5/29/2018 one-time |
| G2.B2.S1.MA1  M408738 | We will complete the hiring process through Human Resources and track employee attendance. | Ford-Harris, Monica | 9/1/2017 | Raptor reports and Skyward reports | 5/29/2018 monthly |
| G2.B2.S1.A1  A377647 | We will hire 2 new, supplemental teachers in grades 4-5 | Ford-Harris, Monica | 9/1/2017 | Skyward payroll report | 5/29/2018 one-time |
| G3.B2.S1.MA1  M408746 | The administrative team will conduct classroom walkthroughs and observe the STEM and Makerspace... | Ford-Harris, Monica | 10/9/2017 | Professional development sign - in sheets, classroom walkthrough Google Forms | 5/29/2018 weekly |
| G3.B2.S1.MA1  M408747 | The administrative team will conduct classroom walkthroughs and observe the implementation of STEM... | Cothran, Laurie | 10/16/2017 | Classroom walkthrough Google Forms, professional development sign in sheets, final products for STEM and Makerspace | 5/29/2018 weekly |
| G3.B1.S2.A1  A377650 | Teachers will attend a multi-day onsite workshop on Capturing Kids' Hearts | Ford-Harris, Monica | 5/29/2018 | Sign - in Sheets from workshop attendance, receipts from bookings | 5/31/2018 one-time |
| G3.B1.S2.MA1  M408744 | Teachers will build a Social Contract with their students and each student will sign the contract.... | Ford-Harris, Monica | 8/6/2018 | The Social Contracts and Four Essential Questions will be posted in all classrooms for all stakeholders to view and reference. | 5/24/2019 one-time |
| G3.B1.S2.MA1  M408745 | Teachers will implement the strategies learned from this workshop in their classrooms with their... | Cothran, Laurie | 8/6/2018 | Signed Social Contracts posted in classrooms, Four Essential Questions posted and used with students | 5/24/2019 one-time |

V. Professional Development Opportunities

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

G2. If all teachers utilize data effectively to plan for targeted instruction by providing rigorous enrichment and remedial opportunities across all content areas for both whole and small group, increased proficiency and learning gains will result.

G2.B1 Implementation of a new benchmark assessment with training needed to understand reports and use of them to inform instruction

G2.B1.S1 Provide professional development on using the small group report from STAR360 to identify student needs and resources for targeted instruction during small group.

PD Opportunity 1

Following the train the trainer model, the school-based STAR360 team will participate in the district PD related to the program. The members will then provide PD opportunities for all other faculty members. During monthly grade level data meetings, the reports and data will be further disseminated for lesson planning purposes.

Facilitator

School-based STAR360 team members and Grade Level Team Leaders

Participants

Faculty and staff members

Schedule

Monthly, from 8/21/2017 to 5/23/2018

G3. Increasing the awareness of our school's population by gaining knowledge of our student's struggles and interest will assist teachers with more effective planning and identifying relevant instructional resources to reduce negative behaviors and increase engaging instructional time, which will result in higher proficiency and learning gain percentages across all content areas.

G3.B1 Most of our teachers are coming from a socio-economic background that does not represent those of the students they educate.

G3.B1.S1 Teachers will participate in a book study on, "For White Folks Who Teach in the Hood and the Rest of Ya'll Too." Along with the book study teachers will be involved in meaningful activities that will further deepen their understand of our student population.

PD Opportunity 1

Teachers will participate in a book study, along with other related activities that will assist them in determining the best instructional strategies and behavioral techniques to implement in order to increase student performance.

Facilitator

Monica Ford-Harris

Participants

All faculty members

Schedule

Monthly, from 9/18/2017 to 12/15/2017

G3.B1.S2 Teachers will participate in a multi-day onsite workshop on Capturing Kids' Hearts.

PD Opportunity 1

Teachers will attend a multi-day onsite workshop on Capturing Kids' Hearts

Facilitator

Capturing Kids' Hearts, The Flippen Group

Participants

Classroom Teachers

Schedule

On 5/31/2018

G3.B2 Students are not able to collaborate with their technological devices to improve engagement and authentic learning.

G3.B2.S1 Purchases of non-tech related items will allow students to experience hands on activities that will lead to increased student engagement.

PD Opportunity 1

Purchases of non-tech related resources to include STEM and Makerspace activities. The hands on, minds on approach will increase student engagement.

Facilitator

Laurie Cothran

Participants

Classroom Teachers

Schedule

On 10/6/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|----------|--------------------|---|---|-----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | UniSIG funds will be used to offer students off campus and on campus field trips. | | | | \$15,739.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 7800 | 360-Rentals | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$6,600.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. The charter buses for the 3rd grade Emerald Coast Science Center field trip is \$1,400. Two buses at \$700 each. The charter buses for the 4th grade Emerald Coast Science Center field trip is \$1,400. Two buses at \$700 each. The charter bus for the 5th grade WonderWorks field trip is \$2,400. Two buses @\$1,200 each. The charter bus for the 5th grade Gulfarium field trip is \$1,400. Two buses @ \$700 each."</i> | | | |
| | 5100 | 730-Dues and Fees | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$6,589.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. 5th grade field trip to WonderWorks in Panama City for 78 students. The cost per student is \$14.00 for admissions. Total cost of \$1,092 5th grade field trip to Gulfarium in Fort Walton for 78 students. The cost per student is \$12.00 for admissions. Total cost of \$936. 3rd grade field trip to Emerald Coast Science Center in Fort Walton for 98 students. The cost per student is \$7.00 for admissions. Total cost of \$686. 4th grade field trip to Emerald Coast Science Center in Fort Walton for 85 students. The cost per student is \$7.00 for admissions. Total cost of \$595 1st-5th grade field trip to the Pensacola MESS Hall for 410. The cost of admissions per student is \$8.00. Total cost is \$3,280. "</i> | | | |
| | 7800 | 790-Miscellaneous Expenses | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$2,550.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Buses for the Pensacola Mess Hall field trip. The district charges \$85.00 per hour. Each grade level (1st-5th) would require 2 buses each. The total hours needed for each bus would be 3. Total would be \$85 x 3=\$255 per bus (10 buses @ \$255 each)=\$2,550. "</i> | | | |
| 2 | G2.B1.S1.A1 | Following the train the trainer model, the school-based STAR360 team will participate in the district PD related to the program. The members will then provide PD opportunities for all other faculty members. During monthly grade level data meetings, the reports and data will be further disseminated for lesson planning purposes. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0381 - Navy Point Elementary School | Title I, Part A | | \$0.00 |
| 3 | G2.B1.S2.A1 | Students in grades 3-5 will use Study Island's math component for remediation and enrichment purposes | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 692-Computer Software Non-Capitalized | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$2,000.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B1.S2.A1. Correlated to DIAP GOAL G2.B4.S1.A1. Study Island math site license for grades 3-5"</i> | | | |

Escambia - 0381 - Navy Point Elementary School - 2017-18 SIP
Navy Point Elementary School

| 4 | G2.B2.S1.A1 | We will hire 2 new, supplemental teachers in grades 4-5 | | | | \$86,512.18 |
|---|-------------|---|---|----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$36,247.00 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. The hiring of a supplemental fourth grade teacher will reduce class size. 4th Grade Teacher Salary: \$36,247.00--> Salary" | | | |
| | 5100 | 240-Workers Compensation | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$507.46 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. The hiring of a supplemental fourth grade teacher will reduce class size. 4th Grade Teacher Salary: \$36,247.00 x .014 = 507.46-->Workers' Compensation" | | | |
| | 5100 | 220-Social Security | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$2,772.90 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. The hiring of a supplemental fourth grade teacher will reduce class size. 4th Grade Teacher Salary: \$36,247.00 x .0765 = \$2772.90--> FICA" | | | |
| | 5100 | 230-Group Insurance | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$0.00 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Supplemental 4th Grade Teacher - Dental (ECSD code 235)" | | | |
| | 5100 | 232-Life Insurance | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$92.00 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Supplemental 4th Grade Teacher - Life Insurance" | | | |
| | 5100 | 231-Health and Hospitalization | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$0.00 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Supplemental 4th Grade Teacher - Health" | | | |
| | 5100 | 120-Classroom Teachers | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$36,810.00 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental 5th grade teacher to reduce the class size (\$36,810.00)-->SALARY " | | | |
| | 5100 | 240-Workers Compensation | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$515.34 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental 5th grade teacher to reduce the class size (\$36,810.00 x .014 = \$515.34)-->WORKERS' COMP. " | | | |
| | 5100 | 220-Social Security | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$2,815.97 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental 5th grade teacher to reduce the class size (\$36,810.00 x .0765 = \$2815.97)-->FICA SOC. SEC. " | | | |
| | 5100 | 230-Group Insurance | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$0.00 |
| | | | Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental 5th grade teacher to reduce the class size-->Dental insurance (ECSD code 235) " | | | |

Escambia - 0381 - Navy Point Elementary School - 2017-18 SIP
Navy Point Elementary School

| | | | | | | |
|----------|--------------------|---|---|----------------|-----|--------------------|
| | 5100 | 232-Life Insurance | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$93.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental 5th grade teacher to reduce the class size-->Life insurance "</i> | | | |
| | 5100 | 231-Health and Hospitalization | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$0.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental 5th grade teacher to reduce the class size-->Health insurance "</i> | | | |
| | 5100 | 210-Retirement | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$2,870.76 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. The hiring of a supplemental fourth grade teacher will reduce class size. 4th Grade Teacher Salary: \$36,247.00 x .0792 = \$2870.76-->Retirement"</i> | | | |
| | 5100 | 210-Retirement | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$2,915.35 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire a supplemental 5th grade teacher to reduce the class size (\$36,810.00 x .0792 = \$2915.35)-->Retirement "</i> | | | |
| | 6400 | 750-Other Personal Services | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$400.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Cost for substitute for 5 days, so that the supplemental 4th grade teacher can attend PD throughout the year. (\$80.00/day x 5 days = \$400.00)-->(ECSD object 753)-->Salary"</i> | | | |
| | 6400 | 750-Other Personal Services | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$400.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Cost for substitute for 5 days, so that the supplemental 5th grade teacher can attend PD throughout the year. (\$80.00/day x 5 days = \$400.00)-->(ECSD object 753)-->Salary"</i> | | | |
| | 6400 | 220-Social Security | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$30.60 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Cost for substitute for 5 days, so that the supplemental 5th grade teacher can attend PD throughout the year. (\$80.00/day x 5 days x .0765 = \$30.60)-->Soc. Security"</i> | | | |
| | 6400 | 220-Social Security | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$30.60 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Cost for substitute for 5 days, so that the supplemental 4th grade teacher can attend PD throughout the year. (\$80.00/day x 5 days x .0765 = \$30.60)-->Soc. Security"</i> | | | |
| | 6400 | 240-Workers Compensation | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$5.60 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Cost for substitute for 5 days, so that the supplemental 4th grade teacher can attend PD throughout the year. (\$80.00/day x 5 days x .014 = \$5.60)-->Workers' Comp."</i> | | | |
| | 6400 | 240-Workers Compensation | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$5.60 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B2.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Cost for substitute for 5 days, so that the supplemental 5th grade teacher can attend PD throughout the year. (\$80.00/day x 5 days x .014 = \$5.60)-->Workers' Comp."</i> | | | |
| 5 | G2.B3.S1.A1 | We will be implementing an after-school tutoring program that will provide additional intervention time for our lower performing students in grades K-5. | | | | \$24,072.43 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |

Escambia - 0381 - Navy Point Elementary School - 2017-18 SIP
Navy Point Elementary School

| | | | | | | |
|----------|--------------------|---|--|----------------|-----|--------------------|
| | 5100 | 120-Classroom Teachers | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$20,580.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G1.B6.S1.A1. Hourly Stipends for teachers who will provide the after-school tutoring services to the students.(49 hours x 28 teachers x \$15.00/hour = \$20580.00)-->Salary"</i> | | | |
| | 5100 | 220-Social Security | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$1,574.37 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G1.B6.S1.A1. Hourly Stipends for teachers who will provide the after-school tutoring services to the students.(49 hours x 28 teachers x \$15.00/hour x .0765)-->FICA/SS "</i> | | | |
| | 5100 | 240-Workers Compensation | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$288.12 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G1.B6.S1.A1. Hourly Stipends for teachers who will provide the after-school tutoring services to the students.(49 hours x 28 teachers x \$15.00/hour x .014 = \$288.12)-->WORKERS' COMP. "</i> | | | |
| | 5100 | 210-Retirement | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$1,629.94 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G1.B6.S1.A1. Hourly Stipends for teachers who will provide the after-school tutoring services to the students.(49 hours x 28 teachers x \$15.00/hour x .0792 = \$1629.94)-->RETIREMENT "</i> | | | |
| 6 | G3.B1.S1.A1 | Teachers will participate in a book study, along with other related activities that will assist them in determining the best instructional strategies and behavioral techniques to implement in order to increase student performance. | | | | \$19,312.46 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 510-Supplies | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$400.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G3.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A1. Purchase of 38 books at \$10.87 each for the book study, ""For White Folks Who Teach in the Hood and the Rest of Y'all Too.""</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$18,912.46 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G3.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A1. Vendor Cost associated with conducting Workshop/presentation provide by Dr. Chris Emdin, author of the book titled above for one day in January 2018. This workshop/ presentation will serve as a follow up activity to the book study. The figure includes travel, lodging, and meals for the presenter."</i> | | | |
| 7 | G3.B1.S2.A1 | Teachers will attend a multi-day onsite workshop on Capturing Kids' Hearts | | | | \$32,790.39 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 310-Professional and Technical Services | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$23,000.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G3.B1.S2.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Vendor Cost for Training-->31 Teachers would attend a multi-day workshop of Capturing Kids' Hearts outside of the contracted instructional workday"</i> | | | |
| | 6400 | 120-Classroom Teachers | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$8,370.00 |
| | | | <i>Notes: "ES Navy Point SIP GOAL G3.B1.S2.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Stipends for 31 teachers during 2 days of Capturing Kids' Hearts training outside of the contracted instructional workday (\$15/hour x 9 hours x 2 days x 31 teachers = \$8370.00)-->Salary"</i> | | | |

Escambia - 0381 - Navy Point Elementary School - 2017-18 SIP
Navy Point Elementary School

| | | | | | | |
|----------|--------------------|---|---|----------------|---------------|---------------------|
| | 6400 | 220-Social Security | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$640.31 |
| | | | Notes: "ES Navy Point SIP GOAL G3.B1.S2.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Stipends for 31 teachers during 2 days of Capturing Kids' Hearts training outside of the contracted instructional workday (\$15/hour x 9 hours x 2 days x 31 teachers x .0765 = \$640.31).-->FICA/SS" | | | |
| | 6400 | 240-Workers Compensation | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$117.18 |
| | | | Notes: "ES Navy Point SIP GOAL G3.B1.S2.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Stipends for 31 teachers during 2 days of Capturing Kids' Hearts training outside of the contracted instructional workday (\$15/hour x 9 hours x 2 days x 31 teachers x .014 = \$117.18).-->Workers' Comp." | | | |
| | 6400 | 210-Retirement | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$662.90 |
| | | | Notes: "ES Navy Point SIP GOAL G3.B1.S2.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Hourly Stipends for 31 teachers during 2 days of Capturing Kids' Hearts training outside of the contracted instructional workday (\$15/hour x 9 hours x 2 days x 31 teachers x .0792 = \$662.90) -->Retirement" | | | |
| 8 | G3.B2.S1.A1 | Purchases of non-tech related resources to include STEM and Makerspace activities. The hands on, minds on approach will increase student engagement. | | | | \$30,184.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0381 - Navy Point Elementary School | UniSIG | 1.0 | \$30,184.00 |
| | | | Notes: "ES Navy Point SIP GOAL G3.B2.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Materials for makespace/tinker spaces in all K-5 classrooms. The resources will include adding a robotic station: 6 robotic kits @\$300.00 each=total of \$1,800 5 simple and compound machine kits @\$60.00 each= total of \$300 5 Green Kids Craft discovery boxes @\$25.00 each=total of \$125 Other STEM resources such as K'Nex building sets ranging from \$60-\$200 each, sand and water table \$150.00." | | | |
| | | | | | Total: | \$210,610.46 |