

2013-2014 SCHOOL IMPROVEMENT PLAN

Keenes Crossing Elementary
5240 KEENES PHEASANT DR
Windermere, FL 34786
407-654-1351

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 24%
Alternative/ESE Center No	Charter School No	Minority Rate 35%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 B	2009-10 A
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Keenes Crossing Elementary

Principal

Sherry Donaldson

School Advisory Council chair

Shelley Campbell Greenwald

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Shelley Campbell Greenwald	CRT
Amy Lerman	Assistant Principal
David Glucksman	Staffing Specialist
Rocio Castiblanco	CT/Reading Resource
Aundrea Keysor	Behavior Specialist
Lorraine Jacome	ESE Resource 3-5
Christine Cloar	ESE Resource k-2

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sherry Donaldson, Principal

Amy Lerman, Assistant Principal

Shelley Campbell Greenwald, SAC Chair

Above represents the SAC Board. The additional members represent Keene's Crossing Elementary's ethnic demographics.

Involvement of the SAC in the development of the SIP

The members of SAC selected SIP Committees at the beginning of the year. Each committee focused an area of the school improvement plan. The committee is chaired by a curriculum/subject area expert. The

team reviews the prior year SIP, school wide data, and discusses needs, barriers and determines possible action plan (I).

Activities of the SAC for the upcoming school year

SAC will continue with the committee model for the 2013-2014 model (I).

Projected use of school improvement funds, including the amount allocated to each project

NA

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sherry Donaldson

Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

Certificaiton/Degrees
 Elementary Ed. Masters of Arts
 Educational Leadership Ed. Specialist
 Credentials:
 5 years as Assistant Principal
 2.3 years as Principal

Performance Record

PINE HILLS:
 2006-2007 C school grade (AP)
 2007-2008 C school grade (AP)
 2008-2009 C school grade (AP)
 WINDY RIDGE:
 2009-2010 A school grade (AP)
 2010-2011 A school grade (AP; 70% of year present)
 KEENE'S CROSSING:
 2010-2011 B school grade Principal (30% of year present)
 2011-2012 A School Grade
 2012-2013 A School Grade

Amy Lerman		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Certification/Degrees: Elementary Ed. Masters of Arts Educational Leadership Ed. Specialist Credentials: 7 years as coach/resource teacher	
Performance Record	Castle Creek Elementary: 2010-2011, School Grade A (CRT) Castle Creek Elementary: 2011-2012, School Grade A (CRT) Keene's Crossing Elementary: 2012-2013, School Grade A (AP)	

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rocio Castiblanco		
Full-time / School-based	Years as Coach: 6	Years at Current School: 2
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BS in Elementary ED 1-6 MS in Educational Leadership K-12 ESOL certification Elem. Ed. certification Ed. Leadership certification	
Performance Record	Keene's Crossing Elementary 2012-2013 School Grade A Rock Lake Elementary 2011-2012 School Grade D Rock Lake Elementary 2011-2012 School Grade C Rock Lake Elementary 2010-2011 School Grade C	

Aundrea Keysor		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	RtI/MTSS, Other	
Credentials	ESE K-12 Elementary ED K-5	
Performance Record	2002-2006 Lake Whitney Elem A A B A 2007-2012 Clarcona Elem 2012-2013 Keene's Crossing Elem A	

Shelley Campbell		
Full-time / School-based	Years as Coach: 5	Years at Current School: 2
Areas	Mathematics, Data, RtI/MTSS	
Credentials	Certification/Degrees Elementary Education K-5 Reading K-12	
Performance Record	Pine Hills Elementary (Reading Coach/CRT) 2008-2009 School Grade C 2009-2010 School Grade C 2010-2011 School Grade C Keene's Crossing Elementary (CRT) 2011-2012 School Grade A 2012-2013 School Grade A	

Classroom Teachers

# of classroom teachers	65
# receiving effective rating or higher	61, 94%
# Highly Qualified Teachers	100%
# certified in-field	65, 100%
# ESOL endorsed	25, 38%
# reading endorsed	16, 25%
# with advanced degrees	6, 9%
# National Board Certified	2, 3%
# first-year teachers	2, 3%
# with 1-5 years of experience	7, 11%
# with 6-14 years of experience	24, 37%
# with 15 or more years of experience	15, 23%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- 1) All applicants at Keene's Crossing must go through extensive screening and hiring process which ensures that they are considered highly qualified by the district. New hires attend a district-mandated training which goes into more specifics about district policies, visions and goals (I).
- 2) To help with retention, KCES utilizing a in-house new teacher induction program. New teachers attend monthly meetings hosted by various qualified staff. At these meetings, the new teachers are introduced to district/school policies and procedures, positive behavior support expectations, curriculum standards, and MTSS expectations. New teachers are assigned a mentor to assist with the transition to our school, build rapport, and answer questions. Throughout the school year, new teachers meet with administration to receive feedback on their growth. At these meetings they are also able to voice any concerns (E).
- 3) Beginning teachers are paired up with a leadership team member that work directly with that grade level team (I).

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentees are paired with highly qualified, master teachers, who have model classrooms and have completed the Clinical Educator training. Weekly training are provided to acclimate new teachers to the school and to provide professional development in the following areas (E):

August: Classroom Management, Share Point navigation, Orientation and Needs Assessment

September: Progress Book, Open House, Data Collection, IMS, Learning Goals and Scales

October: Parent conferences, Report Cards, Training on various district assessments, Focus on Design Question 1 and 6, Deliberate Practice Growth Plan

November: Preparing for Observations (more on learning goals and scales), Common board Configuration, Design Question 2

December: Continue with design questions 1, 2, and 6

January: Retention letters, Design Question 5, MTSS

February: Design Question 6, Differentiated Instruction, Data Analysis

March: ESE/ELL overview, accommodations, strategies

April: focus on remaining design questions, FCAT

May: End of year procedures (cum folders, pink/blue cards, final report cards, end of year room prep), celebrating success

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS process and definitions of the tiers were explained to SAC. Consensus on events/activities to support student learning during and after school hours was achieved. Expectations of student learning were specified according to the NGSSS and/or Common Core Standards. Intervention resources and programs for student learning will be discussed and provided in triangle visual (I).

The school improvement plan incorporates the core principles of MTSS, which include early intervention, using scientific, research-based materials, using data to make decisions, and monitoring student progress to inform instruction (I)

The MTSS team continues to decrease the disproportionate number of students represented in exceptional educational services. The MTSS team will continue to monitor the placement of students into ESE services, and monitor the effectiveness of tier 2 and tier 3 interventions (I)

The MTSS Team will focus on decreasing the achievement gap for each Identified subgroup by 10%. This will be done through bi-monthly data meetings and monthly data chats with individual teachers. Specific needs of students falling in identified subgroups will be addressed (N).

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The role of the MTSS leadership team is to ensure that high quality instruction and interventions are matched to students' needs at every tier. This will be achieved by meetings where data is used in the decision making process. Leadership/MTSS meetings will be held bi-weekly to discuss school data prior to meeting with classroom teachers by grade level. The meetings will consist of looking at trends present in subgroups and teachers. The team will discuss ways to support teachers in making greater learning gains in student achievement and which teachers may need an increases level of support in administering tier 1-3 instruction. The behavior component of MTSS will also be addressed by examining trends of referrals and need for administrative support for teachers in dealing with behavior (N).

Bi-weekly data meetings are held between MTSS leadership team and classroom teachers. Intensity and correct instruction of tier 1 instruction based on grade level expectations will be addressed. Data is used to determine the specific needs of students and which students need tier 2 and 3 interventions. Data is continually being revisited and used to focus tier 2 and 3 instruction on specific learning objectives. Staff development and resources are provided to classroom teachers to support the tier 2 and 3 instruction.

The leadership team will guide teachers into using appropriate interventions to address needs of individual students not the tier 2 and 3 students as a group. This will support teachers in conducting and choosing appropriate interventions for students (N).

Horizontal and vertical subject based PLCs are also used to support teachers in determining appropriate support for students. MTSS leadership team will attend these meetings in a rotating fashion (E).

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership team will hold monthly Data Chats with all classroom teachers. During these meetings, intervention effectiveness and OPM data will be discussed (I).

The MTSS Leadership team will meet monthly with administration to discuss specific student needs, as well as professional development needs for the staff.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Reading: FAIR, FAIR progress monitoring, OCPS benchmark exams, OCPS benchmark mini-assessments, Journeys benchmark assessments, Grade Specific 9 weeks assessments, SRI (Scholastic Reading Inventory) FCAT, and other assessments chosen by MTSS team

Math: Go Math benchmark assessments, OCPS benchmark assessment, OCPS benchmark mini-assessments, Beginning, middle, and end of year assessment based on NGSSS and/or Common Core, FCAT, and other assessments chosen by MTSS team

Science: OCPS benchmark assessments, Beginning, middle, and end of year assessments generated based on NGSSS

Writing: School-based monthly writing prompts (narrative/expository grades K-4 and expository/persuasive grade 5), Write Score (4th Grade), PARCC Style (Grade 3)

Behavior: school wide behavior PAWS record sheets, behavior contracts, point sheets, referrals, observation data sheets, and any other data collection tool need based on teacher observations

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Keene's Crossing teachers were introduced to the RtI process during the 2009-2010 school-year. MTSS leadership share best practices monthly with the instructional staff through our expert series. Expert Series topics include:

- 1) Data and Graphing
- 2) Interventions
- 3) Progress Monitoring and Formative Assessments

The MTSS team will also evaluate professional development needs during their meetings.

Continuation of MTSS specific instruction on analyzing student data and matching of appropriate resources to support learning/behavior gaps. In addition, the MTSS leadership will provide additional training to new teachers, through the new teacher induction process. Feedback from MTSS leadership team will be given to support teachers as they work through the MTSS process by lesson plan reviews, I/Observation, and Deliberate Practice reviews (I).

Mentor teachers will be provided to new teachers to the profession and new teachers to Keene's Crossing Elementary School as well. The mentors to teachers new to the teaching profession will provide new teachers with added support in understanding and working through the initial stages of the MTSS process (I).

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,000

Computer Labs will be open 30 minutes prior to the start of school to allow students to access Reading Plus and/or Lexia. These programs target fundamental Reading skills and comprehension skills (N).

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The Reading Plus and Lexia programs are able to provide detailed student reports on grade level progress as well as time on task.

Who is responsible for monitoring implementation of this strategy?

Reading Coach

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Amy Lerman	Assistant Principal
Rocio Castiblanco	CT/Reading Resource
Shelley Campbell Greenwald	CRT
Jennifer Drone	Media Specialist
Erin Hinz	5th Grade Gifted
Tina Simmerly	Gifted Team Leader
Lorraine Jacome	ESE Resource Grades 3-5

How the school-based LLT functions

The LLT meets monthly to address literacy issues throughout the school, to monitor reading data, to oversee our school-wide intervention/enrichment time, to provide parent literacy activities, and to increase independent reading through a more systematic outside reading program. Participates in the vertical reading PLC which aligns needs of students with the learning expectations outlined by NGSSS and Common Core Standards (E).

The LLT conducts on-site staff development for literacy across grade levels. Assist in implementation of tier 1-3 instructions and model effective instructional techniques in each tier. Encourage participation in literacy based reading programs such as Accelerated Reader, Florida Sunshine State Readers, and after school curriculum nights. Provide support and knowledge on how to interpret data from benchmark assessments as well as how to implement support to students (E).

Major initiatives of the LLT

Increase participation in reading programs that can be utilized during and after school such as Reading Plus and Accelerated Reader (I).

Assist in the implementation of ongoing progress monitoring (I).

Ensure that components of the Journey's core Reading program is used to support the transition to the Common Core Standards and that FCAT assessed grades have the support and resources to address NGSS assessed standards (N).

Assist in the implementation of novel studies and literature circles to help increase the exposure to rigorous and authentic text (N).

Assist with the implementation of Scholastic Reading Inventory as a progress monitoring tool in grades 3-5 (N).

Assist with the training and implementation of Fontas and Pinnell assessment (N).

Assist with the development of grade specific benchmark assessments, 9 weeks assessments, etc which will be used as progress monitoring data (N)

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

To help with the transition to elementary school our Kindergarten team as set up the following transition program:

- 1) Kindergarten Information Session and School Tour which is held in the Spring. This information session is advertised on the school website, PTO page, school marquee, and front office flyers. This information session outlines a typical elementary school day, the kindergarten curriculum, and the procedures at Keene's Crossing (I).
- 2) Teacher/Family meet and greet. This meet and greet is held off campus at a family friendly restaurant. Families are able to meet their child's teacher and meet other incoming kindergarten parents. This allows parents and kids to interact in a fun and stress-free environment (I).
- 3) Kindergarten home visits. In addition to the meet and greet, kindergarten teachers conduct a home visit for each of their incoming students. During this home visit, the kindergarten teacher gathers information on how to best meet the learning needs of the student, and is able to answer specific questions from parents (I).
- 4) Kindergarten beginning of the year screening and assessments. At home visits, kindergarten teachers set up basic screenings which are completed prior to the beginning of the school year. These assessments target basic kindergarten readiness skills. The data allows the teachers to target specific academic needs, or provide enrichment when needed (I).
- 5) Beginning of the Year Kindergarten Parent Breakfast. This is a welcome breakfast offered to all new kindergarten parents. The breakfast is held on campus, and parents are welcomed to join after dropping their child off for the first day of school. PTO provides information on school events and ways parents can become involved at Keene's Crossing (I).

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	78%	Yes	80%
American Indian				
Asian	79%	81%	Yes	81%
Black/African American	71%	60%	No	74%
Hispanic	74%	79%	Yes	77%
White	82%	78%	No	84%
English language learners	71%	80%	Yes	74%
Students with disabilities	44%	35%	No	50%
Economically disadvantaged	70%	63%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	23%	24%
Students scoring at or above Achievement Level 4	197	55%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	154	76%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	28	68%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	47	57%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	33%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	35%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	108	78%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	75%	Yes	74%
American Indian				
Asian	79%	90%	Yes	81%
Black/African American	71%	60%	No	74%
Hispanic	66%	74%	Yes	69%
White	73%	76%	Yes	76%
English language learners	68%	78%	Yes	71%
Students with disabilities	38%	37%	No	45%
Economically disadvantaged	59%	59%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	32%	35%
Students scoring at or above Achievement Level 4	157	43%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	147	72%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	81%	84%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	29%	31%
Students scoring at or above Achievement Level 4	73	58%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	850	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	83	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	1%
Students who are not proficient in reading by third grade	26	19%	14%
Students who receive two or more behavior referrals	6	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

One of our main parental involvement targets is to increase parental involvement in academic aspects. Currently, the bulk of our large-scale parental involvement is for the more community-based/PTO family events. We would like to increase the amount of parental involvement in SAC and curriculum events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the SAC Parent membership	8	57%	60%

Goals Summary

- G1.** We will meet the Reading and Math AMO targets in all subgroups during the 2013-2014 academic year.
- G2.** Through the use of digital resources we will increase the level of rigor across all content areas.

Goals Detail

G1. We will meet the Reading and Math AMO targets in all subgroups during the 2013-2014 academic year.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Common Core aligned curriculum--Journey's Grade K-5 Tier 2 and Tier 3 intervention materials: Journey's Intervention Guide, Voyager, Great Leaps, Rally in Reading, Early Interventions Level 1 and Level 2, FCRR Instructional Support Personal: CCT, ESOL Paraprofessional, Degree Tutor, ESE Resource Teacher k-2, ESE resource Teacher 3-5, Behavior Specialist, ESE para professional, Reading Resource Teacher, CRT, Literacy Leadership Team, Administration, MTSS Leadership Team, Grade Level/PLC Committees, Staffing Specialist, School Physiologist. Technology Resources: Reading Plus/Lexia, AR, SRI (Scholastic Reading Inventory) Assessment and Progress Monitoring Resources: FAIR, Performance Matters, grade specific formative assessments (9 week assessments) Benchmark assessments, Individualized data Sheets, Progress Monitoring Sheets, Core Phonics Survey Professional Development: Expert Series, Book Study, New Teacher Induction, PLC/Committees

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge of the MTSS process, how to use data to effectively identify appropriate intervention and monitor student progress in identified subgroups.
- District adoption of new curriculum which is Common Core aligned. Grade 3-5 teachers will need to identify gaps in curriculum to address NGSSS assessed standards on FCAT

Plan to Monitor Progress Toward the Goal

Teachers, leadership, and administration will maintain the following to help monitor their individual progress: Data Walls, Data Notebooks (N). In addition, teachers will maintain individual data sheets on each student, and track their progress every nine weeks (N). Teachers will meet monthly with the MTSS team and/or administration to discuss their progress monitor data (N).

Person or Persons Responsible

Teachers, administration, leadership team

Target Dates or Schedule:

Each 9 weeks data boards will be updated. Data notebooks and individual student data sheets will be updated each 9 weeks for general education students and weekly for all students receiving MTSS services (N).

Evidence of Completion:

Student data sheets, data walls, data note books, 9 week assessment results, district/state-wide student assessment results.

G2. Through the use of digital resources we will increase the level of rigor across all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- Instructional personnel: Science Lab Teacher and STEM Lab teacher Instructional Materials: Science Fusion, OCPS Essential Labs, Lego-Robotics CRT, MTSS team, assessments (OCPS Benchmark, grade level specific 9 weeks tests, Fusion lesson assessments) STEM/Science activities (Field trips, curriculum nights, on campus demonstrations, Math and Science competitions, after-school clubs).

Targeted Barriers to Achieving the Goal

- Many teacher's delivery of instruction lack levels of high rigor. Teachers also lack the knowledge, experience and resources to integrate technology into their daily lessons.
- Technology on campus has not been updated since school opened which limits the number of digital resources available to teachers during the instructional day.

Plan to Monitor Progress Toward the Goal

Regular lesson plan checks, PLC meetings, and classroom observations will be conducted by administration and leadership to monitor the effectiveness of this goal. We will also be able to monitor progress based on seeing an increase in student performance on Math and Science assessments and the number of students participating in academic clubs, competitions and projects.

Person or Persons Responsible

Instructional Staff, Science and STEM lab teachers, Administration

Target Dates or Schedule:

on-going.

Evidence of Completion:

i-observation feedback, student assessment performance, student participation in Math and Science activities.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. We will meet the Reading and Math AMO targets in all subgroups during the 2013-2014 academic year.

G1.B1 Teachers lack knowledge of the MTSS process, how to use data to effectively identify appropriate intervention and monitor student progress in identified subgroups.

G1.B1.S1 A "Needs Assessment" will be given to identify the professional needs of instructional staff members. The information will be used to create a professional development plan and calendar. Teacher leaders and curriculum experts will be identified. These teachers will be used to facilitate during monthly expert series. Expert series topics tentatively will include: Data Graphing and Plotting, Intervention resources and techniques, MTSS process overview, ESE/ESOL Accommodations. PLCs and committees will be created at the beginning of the school year. These teams will consist of grade level representatives. The goal will be to discuss vertical and horizontal instructional challenges and best practices. These teams will meet monthly and will report meeting notes to administration, the MTSS Leadership Team, and the Literacy Leadership Team (N).

Action Step 1

Create a needs assessment survey for instructional staff members. Following the needs assessment, a professional development calendar will be created. Teacher leaders and on-site experts will be identified and utilized as facilitators and model classrooms (N).

Person or Persons Responsible

Administration

Target Dates or Schedule

August - ongoing

Evidence of Completion

Submitted surveys and professional development calendar

Facilitator:

Teacher Leaders, Teacher Train the Trainers, model teachers

Participants:

All Instructional Staff

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

Professional development calendar will be created which will target AMO and data analysis. Professional Development calendar will be revisited midyear after initial student assessment results are documented as well as first semester teacher evaluations are completed (N).

Person or Persons Responsible

Administration, leadership team, and teacher leaders

Target Dates or Schedule

year-long

Evidence of Completion

Sign In sheets, iObservation records, Deliberate Practice, Data Notebooks, lesson plans, meeting notes, student assessment results, data walls

Plan to Monitor Effectiveness of G1.B1.S1

The effectiveness will be monitored throughout the course of the school year using both i observation records, data and lesson plan book checks, and overall student performance on both local and state assessments.

Person or Persons Responsible

Administration and leadership team, and teacher leaders

Target Dates or Schedule

year-long

Evidence of Completion

Teacher evaluations, Deliberate Practice, data walls and notebooks, lesson plans, student assessment results, meeting notes

G1.B2 District adoption of new curriculum which is Common Core aligned. Grade 3-5 teachers will need to identify gaps in curriculum to address NGSSS assessed standards on FCAT

G1.B2.S1 Teams will select teachers to attend grade level planning days. This will allow teachers to analyse student data results, and develop an instructional focus calendar. In addition, the planning team will develop 9 week assessment which will measure student mastery of standards taught during the 9 weeks. The team will also create OPM measurements which are specific to assessed benchmarks (N).

Action Step 1

Each grade level will identify 2-4 representatives to participate in the team planning days.

Person or Persons Responsible

Grade levels, administration, leadership team

Target Dates or Schedule

October, January

Evidence of Completion

Meeting notes, team-created assessments, instructional focus calendar, data broken up by sub-groups

Facilitator:

grade level chair, team representatives, curriculum/PLC chairperson

Participants:

grade levels, resource teacher as needed

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

We will monitor the fidelity of covering the content gaps using several tools. 1)Lesson Plan review 2)Meeting notes: Grade level meetings, PLC meetings, planning meetings, MTSS meetings 3) I Observation evidence 4) Student assessment data

Person or Persons Responsible

Each grade level will send all meeting notes to administration for review Each grade level will have a leadership team member assigned to attend meetings monthly, and review lesson plans

Target Dates or Schedule

bi-monthly meeting attendance and lesson plan review weekly meeting notes submission 9 week assessment data monthly MTSS meetings weekly data chats

Evidence of Completion

Lesson plans, meeting notes, i observation data, student assessment records on both local and state assessments

Plan to Monitor Effectiveness of G1.B2.S1

We will monitor the effectiveness using several tools. 1) Lesson Plan review quarterly by administration and leadership 2) Meeting notes: Grade level meetings, PLC meetings, planning meetings, MTSS meetings 3) Observation evidence 4) Student assessment data

Person or Persons Responsible

Administration, leadership team, teacher leaders

Target Dates or Schedule

ongoing

Evidence of Completion

Observation and deliberate practice data, ongoing progress monitoring data (SRI, Mini assessments, 9 week assessments, benchmark tests),

G2. Through the use of digital resources we will increase the level of rigor across all content areas.

G2.B1 Many teacher's delivery of instruction lack levels of high rigor. Teachers also lack the knowledge, experience and resources to integrate technology into their daily lessons.

G2.B1.S1 Provide professional development on effective instructional techniques and strategies to add rigorous questioning and learning activities. Work to secure additional technology resources and provide training on how to use and integrate into daily lessons at all grade levels (N).

Action Step 1

Teacher leaders on rigorous instruction will be identified and used as facilitators during our expert series. In addition, model classrooms will be identified and visited by teachers throughout the course of the school year. Additional PD opportunities will be provided by select teachers attending district training as well as our upcoming book study.

Person or Persons Responsible

All instructional and support staff members

Target Dates or Schedule

year-long

Evidence of Completion

Lesson plans, observation feedback, student assessment results

Facilitator:

STEM PLC, Science and STEM Resource teachers, teacher leaders

Participants:

all instructional and support staff

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

Regular lesson plan checks, PLC meetings, and classroom observations will be conducted by administration and leadership to monitor the fidelity of implementation.

Person or Persons Responsible

Classroom teachers, leadership and resource staff, administration

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, classroom observation, PLC meeting notes, student performance on assessments

Plan to Monitor Effectiveness of G2.B1.S1

Regular lesson plan checks, PLC meetings, and classroom observations will be conducted by administration and leadership to monitor the effectiveness of this goal.

Person or Persons Responsible

Classroom teachers, leadership and resource staff, administration

Target Dates or Schedule

on-going

Evidence of Completion

lesson plans, classroom observation, PLC meeting notes, student performance on assessments

G2.B2 Technology on campus has not been updated since school opened which limits the number of digital resources available to teachers during the instructional day.

G2.B2.S1 School will systematically add additional digital resources which are available to teachers. This will allow instructional staff more opportunities to integrate technology into their daily lessons and add 21st century strategies to daily instruction (N).

Action Step 1

SMART Boards, IPADs and net-book resources will be purchased. Teachers will receive training on how to best integrate these resources into their lessons. Model classrooms and teacher leaders will be identified to provide expert series training on how using these resources can assist with increasing rigor and college and career readiness expectations.

Person or Persons Responsible

All instructional staff, leadership team, Technology support PLC

Target Dates or Schedule

year long

Evidence of Completion

classroom observations, lesson plan reviews, PLC meeting notes, student assess

Facilitator:

SMART Board support person, Tech Support staff, teacher leaders, STEM resource teacher

Participants:

All instructional staff

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

Administration and leadership team will monitor the fidelity of implementation by utilizing classroom observations, review lesson plans weekly, attend PD sessions, and attend PLC/team meetings on a regular basis.

Person or Persons Responsible

Administration, leadership team, resource staff

Target Dates or Schedule

on-going

Evidence of Completion

lesson plans, i observation data, student assessment results

Plan to Monitor Effectiveness of G2.B2.S1

Administration and leadership team will monitor the effectiveness of implementation by utilizing classroom observations, review lesson plans weekly, attend PD sessions, and attend PLC/team meetings on a regular basis. In addition, an increase on student assessment performance will identify the effectiveness of this strategy.

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

on-going

Evidence of Completion

i observation, deliberate practice data, student assessment results.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II:

We will be using the train the trainer model. Three primary and three intermediate teachers will participate in a virtual professional development workshop. Following the workshop the team will plan how to implement the best practices learned. They will then present their findings to their grade level PLC teams. In addition, these findings will be shared school-wide during our ongoing professional development expert series. The topics selected are geared to assist teachers will creating and implementing targets assessments, developing intervention plans, and addressing the needs of low performing students. Strong data, and a systematic approach to intervention is critical in closing the achievement gap (N).

A total of 6 teachers (3 primary and 3 intermediate) will participate in a web-based training (4 hour webinar). Following the training, the teams will meet and plan ways to integrate their findings in daily instruction. They will also plan ways to integrate their findings into deliberate practice PLC teams. The team will spend the rest of the planning day creating a 1 hour presentation to share with the staff during our ongoing expert series. They should also plan ways to bring back their findings to their grade level PLCs (N).

Courses selected: Solution Tree (Research-based Educational Professional Development company) Assessment and the Common Core State Standards

Pyramid Response to Intervention: How to Respond when Kids Don't Learn Matos

Elementary Reading Intervention Strategies: Grades K-6

We will track student progress by using research-based and district assessments (F and P, FAIR, Lexiles, and Performance Matters). Final determination of impact will be gained from comparing school-wide reading data from 2013-to 2014. Data impact on teachers will be gathered through informal evaluations and a follow-up to our BOY needs assessment survey (N).

Supplemental Academic Instruction (SAI):

We will use our allocation to staff a degree tutor 5 days a week, for approximately 6 hours per day. This Tutor will focus on 3rd grade students projected to score a Level 1 or 2, previously retained 3rd graders, or students at tier 2 or tier 3. The tutor will use a small group environment and target deficient skills identified in benchmark testing, weekly assessments, and 9 weeks assessments. The tutor will use both hands on manipulative, as well as research-based intervention materials. Weekly progress monitoring will be conducted and reported to the general education teacher and the MTSS team.

In addition to small group instruction/pull-out model, the degree tutor will push into classrooms to assist students in the general education/whole group setting. This will increase the number of minutes students receiving guided support, positive re-enforcement, and one-on-one assistance. The degree tutor can assist the identified students remain focused, and provide assistance as needed (N).

The degree tutor will utilize a research-based comprehensive intervention program (Voyager Passport) as well as FCRR student center activities to provide students tangible/hands on practice. Measurement of Results: well be determined by using weekly progress monitoring of both fluency—FAIR Fluency OPM kit and

Comprehension--FCAT Testmaker—benchmark specific mini assessments. The results will be communicated weekly to the general education teacher as well as the MTSS team leader. Degree tutor will be invited to data meetings and MTSS meetings as needed (N)

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. We will meet the Reading and Math AMO targets in all subgroups during the 2013-2014 academic year.

G1.B1 Teachers lack knowledge of the MTSS process, how to use data to effectively identify appropriate intervention and monitor student progress in identified subgroups.

G1.B1.S1 A "Needs Assessment" will be given to identify the professional needs of instructional staff members. The information will be used to create a professional development plan and calendar. Teacher leaders and curriculum experts will be identified. These teachers will be used to facilitate during monthly expert series. Expert series topics tentatively will include: Data Graphing and Plotting, Intervention resources and techniques, MTSS process overview, ESE/ESOL Accommodations. PLCs and committees will be created at the beginning of the school year. These teams will consist of grade level representatives. The goal will be to discuss vertical and horizontal instructional challenges and best practices. These teams will meet monthly and will report meeting notes to administration, the MTSS Leadership Team, and the Literacy Leadership Team (N).

PD Opportunity 1

Create a needs assessment survey for instructional staff members. Following the needs assessment, a professional development calendar will be created. Teacher leaders and on-site experts will be identified and utilized as facilitators and model classrooms (N).

Facilitator

Teacher Leaders, Teacher Train the Trainers, model teachers

Participants

All Instructional Staff

Target Dates or Schedule

August - ongoing

Evidence of Completion

Submitted surveys and professional development calendar

G1.B2 District adoption of new curriculum which is Common Core aligned. Grade 3-5 teachers will need to identify gaps in curriculum to address NGSSS assessed standards on FCAT

G1.B2.S1 Teams will select teachers to attend grade level planning days. This will allow teachers to analyse student data results, and develop an instructional focus calendar. In addition, the planning team will develop 9 week assessment which will measure student mastery of standards taught during the 9 weeks. The team will also create OPM measurements which are specific to assessed benchmarks (N).

PD Opportunity 1

Each grade level will identify 2-4 representatives to participate in the team planning days.

Facilitator

grade level chair, team representatives, curriculum/PLC chairperson

Participants

grade levels, resource teacher as needed

Target Dates or Schedule

October, January

Evidence of Completion

Meeting notes, team-created assessments, instructional focus calendar, data broken up by sub-groups

G2. Through the use of digital resources we will increase the level of rigor across all content areas.

G2.B1 Many teacher's delivery of instruction lack levels of high rigor. Teachers also lack the knowledge, experience and resources to integrate technology into their daily lessons.

G2.B1.S1 Provide professional development on effective instructional techniques and strategies to add rigorous questioning and learning activities. Work to secure additional technology resources and provide training on how to use and integrate into daily lessons at all grade levels (N).

PD Opportunity 1

Teacher leaders on rigorous instruction will be identified and used as facilitators during our expert series. In addition, model classrooms will be identified and visited by teachers throughout the course of the school year. Additional PD opportunities will be provided by select teachers attending district training as well as our upcoming book study.

Facilitator

STEM PLC, Science and STEM Resource teachers, teacher leaders

Participants

all instructional and support staff

Target Dates or Schedule

year-long

Evidence of Completion

Lesson plans, i observation feedback, student assessment results

G2.B2 Technology on campus has not been updated since school opened which limits the number of digital resources available to teachers during the instructional day.

G2.B2.S1 School will systematically add additional digital resources which are available to teachers. This will allow instructional staff more opportunities to integrate technology into their daily lessons and add 21st century strategies to daily instruction (N).

PD Opportunity 1

SMART Boards, IPADs and net-book resources will be purchased. Teachers will receive training on how to best integrate these resources into their lessons. Model classrooms and teacher leaders will be identified to provide expert series training on how using these resources can assist with increasing rigor and college and career readiness expectations.

Facilitator

SMART Board support person, Tech Support staff, teacher leaders, STEM resource teacher

Participants

All instructional staff

Target Dates or Schedule

year long

Evidence of Completion

classroom observations, lesson plan reviews, PLC meeting notes, student assess

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	We will meet the Reading and Math AMO targets in all subgroups during the 2013-2014 academic year.	\$5,000
G2.	Through the use of digital resources we will increase the level of rigor across all content areas.	\$48,316
Total		\$53,316

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Technology	Total
General	\$5,000	\$0	\$0	\$5,000
general	\$0	\$5,000	\$43,316	\$48,316
Total	\$5,000	\$5,000	\$43,316	\$53,316

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. We will meet the Reading and Math AMO targets in all subgroups during the 2013-2014 academic year.

G1.B2 District adoption of new curriculum which is Common Core aligned. Grade 3-5 teachers will need to identify gaps in curriculum to address NGSSS assessed standards on FCAT

G1.B2.S1 Teams will select teachers to attend grade level planning days. This will allow teachers to analyse student data results, and develop an instructional focus calendar. In addition, the planning team will develop 9 week assessment which will measure student mastery of standards taught during the 9 weeks. The team will also create OPM measurements which are specific to assessed benchmarks (N).

Action Step 1

Each grade level will identify 2-4 representatives to participate in the team planning days.

Resource Type

Personnel

Resource

Substitute Teachers

Funding Source

General

Amount Needed

\$5,000

G2. Through the use of digital resources we will increase the level of rigor across all content areas.

G2.B1 Many teacher's delivery of instruction lack levels of high rigor. Teachers also lack the knowledge, experience and resources to integrate technology into their daily lessons.

G2.B1.S1 Provide professional development on effective instructional techniques and strategies to add rigorous questioning and learning activities. Work to secure additional technology resources and provide training on how to use and integrate into daily lessons at all grade levels (N).

Action Step 1

Teacher leaders on rigorous instruction will be identified and used as facilitators during our expert series. In addition, model classrooms will be identified and visited by teachers throughout the course of the school year. Additional PD opportunities will be provided by select teachers attending district training as well as our upcoming book study.

Resource Type

Professional Development

Resource

Workshops, conferences

Funding Source

general

Amount Needed

\$5,000

G2.B2 Technology on campus has not been updated since school opened which limits the number of digital resources available to teachers during the instructional day.

G2.B2.S1 School will systematically add additional digital resources which are available to teachers. This will allow instructional staff more opportunities to integrate technology into their daily lessons and add 21st century strategies to daily instruction (N).

Action Step 1

SMART Boards, IPADs and net-book resources will be purchased. Teachers will receive training on how to best integrate these resources into their lessons. Model classrooms and teacher leaders will be identified to provide expert series training on how using these resources can assist with increasing rigor and college and career readiness expectations.

Resource Type

Technology

Resource

SMART Boards, Ipad Carts, Netbook carts

Funding Source

general

Amount Needed

\$43,316