



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Starke Elementary School

1000 W WELDON ST

Starke, FL 32091

904-966-6045

[www.mybradford.us/starke](http://www.mybradford.us/starke)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 62%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 34%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Starke Elementary School

##### Principal

Lynn Melvin

##### School Advisory Council chair

Michelle Watson

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

Name	Title
Lynn Melvin	Principal
Jennifer Vaughan	Assistant Principal
Angie Hopkins	Third Grade Teacher
Amy Hartley	Second Grade Teacher
Noele Miller	Curriculum Resource Teacher
Eric Wright	Guidance Counselor

#### District-Level Information

##### District

Bradford

##### Superintendent

Mr. Chad Farnsworth

##### Date of school board approval of SIP

10/14/2013

### 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

Lynn Melvin - School Principal W/F  
 Jennifer Vaughan - Assistant Principal W/F  
 Eric Wright - School Guidance Counselor B/M  
 Noele Miller - Curriculum Resource Teacher W/F  
 Angie Hopkins - Classroom Teacher  
 Erica Banks - School Related Employee B/F  
 Vera Barnes - Parent W/F  
 Tracy Bradley - Parent W/M  
 Shawn Burgin - Parent W/M  
 Alex Cummings - Parent B/M  
 Katina Hampton - Parent B/F

Judy Sumpter - Parent B/F  
Michelle Watson - Parent W/F

**Involvement of the SAC in the development of the SIP**

Due to the relocation of Starke Elementary students during the month of September, the SAC did not meet until Oct. 8, 2013. School Personnel on the SAC presented the format of the SIP to the committee members. School data was reviewed and the SAC discussed improvement goals. The SAC completed the problem solving steps to create the improvement goals for the 2013-3014 SIP.

**Activities of the SAC for the upcoming school year**

The SAC will meet monthly to monitor progress on the improvement goals of the SIP. Recommendations from the SAC will be considered to reach improvement goals.

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

There are no School Improvement funds bugeted at this time.

**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**

**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:**

**Lynn Melvin**

Principal

Years as Administrator: 11

Years at Current School: 5

**Credentials**

Bachelor Degree in Education - University of Florida 1980;  
Masters Degree in Reading - Nova University 1982; Specialists  
Degree in Administration/Supervision -Nova University 1990.  
Certification Areas - School Principal (All Levels); Elementary 1-6;  
Reading K-12; Administration/Supervision K-12.

**Performance Record**

Principal at Brooker Elementary School for 6 years. School  
grades were B and A. Maintained Adequate Yearly Progress for 5  
of 6 years. 2009-2010 - SES, School Grade C - 85% of AYP goals  
met; 2010-2011 - SES, School Grade A - 72% of AYP goals met;  
2011-2012 - School Grade B - Sum Points Earned 457 - Adjusted  
Points Earned 495; 2012-2013 - School Grade C - (5 points from  
a B).

**Jennifer Vaughan**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

Bachelor Degree in Elementary Education - University of North  
Florida 1987; Master's Degree in Educational Leadership -  
University of North Florida 2005. Certification Areas - Elementary  
Education 1-6; Educational Leadership K-12.

**Performance Record**

Classroom Teacher for 23 years, grades 1-5; Grade Chair; SAC  
co-chair;  
Clinical Ed. Teachers for Interns and Pre-Interns; RTI committee  
member; Curriculum Council Member.. Assistant Principal -  
Student Discipline; Facilities Coordinator; Student Services;  
Teacher Evaluation; Curriculum Committee; SAC member; PTO  
member; Safety Committee; Technology Committee.

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



**Teri Shewmaker**

Part-time / District-based

Years as Coach: 5

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

BS Elementary Ed., USF

**Performance Record**

Coach, 2007-2008 - Staff Developer, District - 2 schools-K-5, Reading/Writing, Walsingham (B) and Lakewood Elementary (C), Pinellas County

Coach, 2008-2009 - Reading Coach, school based, reading, end of Reading First, James B. Sanderlin Elementary (C), Pinellas County

Coach, 2009-2010 - Literacy Coach, school based, reading/writing, beginning of FAIR, James B. Sanderlin Elementary (C), Pinellas County

Coach, 2010-2011- Literacy Coach, school based, reading/writing, beginning of FAIR, James B. Sanderlin Elementary (C), Pinellas County

Teacher, 2011-2012, 2nd grade teacher, Pinellas County

Teacher, 2012, August-September, 1st grade teacher, Pinellas County

2011-2012, FAIR target passage –

AP3- 75% students at or above (12 out of 16)

Coach, 2012-2013- Reading Coach, Bradford county

**Classroom Teachers****# of classroom teachers**

28

**# receiving effective rating or higher**

24, 86%

**# Highly Qualified Teachers**

104%

**# certified in-field**

29, 104%

**# ESOL endorsed**

10, 36%

**# reading endorsed**

5, 18%

**# with advanced degrees**

5, 18%

**# National Board Certified**

4, 14%

**# first-year teachers**

1, 4%

**# with 1-5 years of experience**

6, 21%

**# with 6-14 years of experience**

10, 36%

**# with 15 or more years of experience**

12, 43%

**Education Paraprofessionals****# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

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

6

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Hiring Process Require Highly Qualified Teachers as applicants- Principal  
 District Recruitment Program through HR - Randy  
 Whytsell, School building administrators, District personnel.  
 Providing On-going Professional Development - District Reading Coach, School Curriculum  
 Resource Teacher, District personnel

**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**

One first year kindergarten teacher. Paired with 17 year experienced kindergarten teacher. Monitored and evaluated by Principal/Assistant Principal. Successfully complete the SBBC Beginning Teacher Program by June 2014.

Teachers with a Temporary Teaching Certificate are required to complete the Professional Education Competency (PEC) Program in order to apply for a Professional Certificate when the 3-Year Temporary Certificate expires. New hires to the District who have not completed the PEC Program yet are assigned a mentor and required to complete the PEC Program during the first year of employment with the Bradford County School District. PEC Program candidates must complete a notebook portfolio of required activities during the program with the support of the HR Dept., school administration, and the mentor. Mentors must have completed Clinical Educator training to be a mentor. Mentors are paired with mentees by collaboration between school administration and the HR Director. Priority is given to pairing mentors and mentees with those

from the same discipline, grade level, and/or department to facilitate a more successful mentorship.

## **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 Leadership team leads both sides of the RtI model. (PAS - Positive Academic Support and PBS - Positive Behavior Support). The MTSS team meets monthly after school to discuss issues raised by Student Success Team meetings and determine what actions need to be implemented and by whom. Each member of the team has a designated role (i.e., PBS Coach, Facilitator, Timekeeper, Recorder, Communicator, etc.) A record and action plan is kept of each meeting and RtI team members report information back to the grade level teams.

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

The MTSS (formerly known as RtI) Leadership consists of an administrator, assistant principal, curriculum resource teacher, reading coach, guidance counselor, and a representative for each grade level and ESE. For the 13-14 school year this will be Lynn Melvin, Jennifer Vaughan, Noelle Miller, Teri Shewmaker, Eric Wright, Erin Waters, and a selected representative from each grade level. The school psychologist and speech language pathologist may also serve in a consultative role from time to time.

**Principal:** Oversees the process. Ensures that the student success team is implementing RTI with fidelity. Completes process checks to ensure implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities.

**Assistant Principal:** Works with principal to provide the support for the implementation of RtI. Coordinates the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity. Provides Tier 2 and Tier 3 mentoring / behavior instructional support.

**Curriculum Resource Teacher:** Facilitates and supports data collection and analysis. Schedules and facilitates RTI meetings. Supports the Tier 2 and Tier 3 intervention plans, and provides instructional support at the Tier 3 level.

**Reading Coach:** Provides guidance on the K-12 reading plan, facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

**Classroom Teachers (Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) teachers:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching.

**Guidance Counselor:** Provides support services for students, teachers and classrooms identified with needs in PBS. Works with team to interpret data and devise plans for students/teachers. Helps to implement school wide PBS by implementing The 7 Habits of Happy Kids by Sean Covey and professional development. Provides individual and small group counseling for students.

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

### **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**

Positive Behavior Support (PBS) data is collected from referrals and entered into the SWIS database. Positive Academic Support (PAS) data is mostly determined from on-going benchmark mini-assessments.

For these, EXCEL spreadsheets and graphs can be used to track trends. District level progress monitoring available from STAR math and Performance Matters can be used to track trends in math and science. Navigator Plus and FCAT / SAT-10 will also provide outcome data from the previous year. The Progress Monitoring Resource Network will be used to summarize reading data from the Florida Assessments for Instruction in Reading (FAIR) as needed. Additional data may be collected from Successmaker reports and STAR Reading Reports.

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

The 2013 - 2014 school year will see ongoing training as needed as MTSS continues into its third year. (Positive Academic Support) and PBS (Positive Behavior Support). Classroom teachers will be handling more of the Tier 2 Interventions. The forms have been revised and updated. The grade level teams will be trained in using the new forms to document a student's response to intervention during the early fall after the first round of progress monitoring. The curriculum resource teacher will be the PAS coach and will assist faculty in understanding the District level forms and procedures. The reading coach will provide on going professional development and input on interventions for each Tier during the Student Success Team meetings.

### **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:** 60

SES Teachers will offer after school tutoring for students in grades 3-5 in the areas of reading, math and science. Teachers will utilize researched-based curriculum to increase student progress towards FCAT skill proficiency. Tutoring will be offered 3 days a week for 1 hour after school.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

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

**Who is responsible for monitoring implementation of this strategy?**

### **Literacy Leadership Team (LLT)**

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

Name	Title
Erin Waters	Third grade teacher
Angie Hopkins	Third grade teacher
Kelliene Clark	Second grade teacher
Kristin Corbin	First grade teacher
Frances Stahler	Fifth grade teacher
Julie Morrell	Title I Teacher
Noele Miller	Curriculum Resource Teacher
Jennifer Vaughan	Assistant Principal
Lynn Melvin	Principal

### How the school-based LLT functions

The LLT completed state CCSS training in August and will provide continuing professional development for instructional staff throughout the year. The LLT will meet quarterly for collaboration and continual updates on the state of Florida's implementation of the CCSS and upcoming assessments.

### Major initiatives of the LLT

Implementation of the Common Core State Standards for Reading, Writing, Speaking, Listening, and Viewing.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Reading instruction does not stop with the reading block. Reading comprehension strategies and vocabulary strategies will be taught in conjunction with instruction in subject areas across the curriculum using adopted text and additional leveled texts contained in the classroom libraries that address the content covered in the adopted text. The Comprehension Instructional Sequence by JRF will be utilized to support deepening meaning in text comprehension and monthly focus skills will be utilized to monitor progress. Support and professional development from the Reading Coach and Curriculum Resource Teacher will make this possible. Administrators will be responsible for monitoring through classroom walkthroughs. The fidelity checks will also be used to monitor integration of reading. All content area teachers will incorporate reading into subject areas with consideration to the following:

Guided instruction in comprehension using the comprehension instructional sequence. This may include before, during, and after reading/learning through explicit modeling of strategies acquired through professional development provided by the Reading Coach and Curriculum Resource Teachers.

Research based strategies including, but not limited to: text based discussion, cooperative learning, close reading, directed note taking, levels of questioning, responsive writing, research utilizing multiple sources, argumentative writing and speaking, and listening. Such comprehension strategies will guide students in understanding content text.

Utilization of additional complex text in each content area to support efforts towards close reading, differentiation and independent reading.

Students' instructional reading levels, so texts assigned are appropriate.

Each Classroom will support students in engaging in regular independent reading and understanding of complex text. Students will have access to classroom libraries and school libraries to ensure that students have daily opportunities inside and outside of the classroom to read texts of their choice.

Libraries will include text on level for students as well as text with complexity levels that will challenge and motivate the students. Students will also be exposed to a wide variety of text to include: shorter, more challenging texts for the purpose of close reading and re-reading, novels, high quality newspaper,

plays and magazine articles and rich websites. These text will enable students to read broadly and widely to build their knowledge and experience. The content area teachers will include the comprehension instructional sequence to support scaffolding through using complex text to support students' understanding of complex text.

## 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**

Preschool Students that have special needs are identified, diagnosed, and provided with the necessary services (OT/PT, Speech, Language, Assistive Technology, and other health related needs). Public notice of Kindergarten availability (newspaper, radio, and preschools, etc.). Public notification of Kindergarten registration and requirements. Kindergarten orientation at school site scheduled for parents and guardians.

## 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	61%	57%	Yes	65%
American Indian				
Asian				
Black/African American	45%	38%	Yes	51%
Hispanic				
White	65%	66%	Yes	69%
English language learners				
Students with disabilities	33%	18%	No	40%
Economically disadvantaged	55%	51%	No	60%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	30%	33%
Students scoring at or above Achievement Level 4	56	25%	28%

#### 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>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

**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	42	62%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	60%	56%	Yes	64%
American Indian				
Asian				
Black/African American	43%	41%	No	49%
Hispanic				
White	64%	60%	Yes	68%
English language learners				
Students with disabilities	43%	18%	No	48%
Economically disadvantaged	53%	51%	No	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	37%	40%
Students scoring at or above Achievement Level 4	44	19%	25%

**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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		77%	80%



**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	26	30%	35%
Students scoring at or above Achievement Level 4	11	13%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**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)	2		3
Participation in STEM-related experiences provided for students	2	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	46	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	2	3%	3%
Students who are not proficient in reading by third grade	10	13%	10%
Students who receive two or more behavior referrals	47	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	5%	3%

**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**

See Title I PIP

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** All students including students identified as SWD, minorities, and those economically disadvantaged will increase use of reading comprehension strategies and self-monitoring strategies for mastery towards individual reading goals.
- G2.** All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems.

## Goals Detail

**G1.** All students including students identified as SWD, minorities, and those economically disadvantaged will increase use of reading comprehension strategies and self-monitoring strategies for mastery towards individual reading goals.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- "Teach like a Pirate" book study
- "Making Meaning" reading comprehension curriculum
- "Making Meaning Vocabulary" curriculum

### Targeted Barriers to Achieving the Goal

- Lack of students' abilities to create and foster peer relationships during and within instructional time.
- Students lack understanding of the purpose of goal setting, cannot outline steps to reach their goals, and are weak in their abilities to self-evaluate their own progress toward reaching learning goals.
- Lack of sufficient and efficient intervention instruction for students reading below grade level.

### Plan to Monitor Progress Toward the Goal

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

### Person or Persons Responsible

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

### Target Dates or Schedule:

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

### Evidence of Completion:

Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)

**G2.** All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- "Number Talks" math professional study book
- iReady computer software
- Pearson Envision Math Curriculum

#### **Targeted Barriers to Achieving the Goal**

- Students lack cognitive practice in mental math computations and lack practice opportunities in open-ended math response questions.

### **Plan to Monitor Progress Toward the Goal**

Lesson Plans, Administrative Walkthroughs, Student Data

#### **Person or Persons Responsible**

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

#### **Target Dates or Schedule:**

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

#### **Evidence of Completion:**

Student Strategy Posters displayed in classrooms, weekly computation assessments, Progress Monitoring (STAR math, classroom assessments, Performance Matters, student progress reports).

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All students including students identified as SWD, minorities, and those economically disadvantaged will increase use of reading comprehension strategies and self-monitoring strategies for mastery towards individual reading goals.

**G1.B1** Lack of students' abilities to create and foster peer relationships during and within instructional time.

**G1.B1.S1** Daily instruction from "Making Meaning" social skill interaction strategies which is a major goal of the "Making Meaning" curriculum.

### Action Step 1

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

#### Person or Persons Responsible

Classroom teachers, resource teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson Plans, Student Data, Administrative Walkthroughs

#### Facilitator:

Lisa Prevatt, Noele Miller

#### Participants:

Starke Elementary teachers and administrators

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

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

#### **Person or Persons Responsible**

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

#### **Target Dates or Schedule**

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

#### **Evidence of Completion**

Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)

### **Plan to Monitor Effectiveness of G1.B1.S1**

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

#### **Person or Persons Responsible**

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

#### **Target Dates or Schedule**

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

#### **Evidence of Completion**

Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)

**G1.B1.S2** Provide ample opportunities for students instruction in how to work with a partner, group, or team toward specific leaning goals.

**Action Step 1**

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

**Person or Persons Responsible**

Classroom teachers, resource teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans, Student Data, Administrative Walkthroughs

**Facilitator:**

Lisa Prevatt, Noele Miller, CRT

**Participants:**

Starke Elementary teachers and administrators

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

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

**Person or Persons Responsible**

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

**Target Dates or Schedule**

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

**Evidence of Completion**

Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)

## Plan to Monitor Effectiveness of G1.B1.S2

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

### Person or Persons Responsible

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

### Target Dates or Schedule

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

### Evidence of Completion

Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)

**G1.B2** Students lack understanding of the purpose of goal setting, cannot outline steps to reach their goals, and are weak in their abilities to self-evaluate their own progress toward reaching learning goals.

**G1.B2.S1** We will clearly articulate the criteria for success and provide clear, immediate, and constructive feedback.

### Action Step 1

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

#### Person or Persons Responsible

Classroom teachers, resource teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson Plans, Student Data, Administrative Walkthroughs

#### Facilitator:

Lisa Prevatt, Noele Miller, CRT

#### Participants:

Starke Elementary teachers and administrators



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

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

#### **Person or Persons Responsible**

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

#### **Target Dates or Schedule**

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

#### **Evidence of Completion**

Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)

### **Plan to Monitor Effectiveness of G1.B2.S1**

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

#### **Person or Persons Responsible**

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

#### **Target Dates or Schedule**

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

#### **Evidence of Completion**

Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)

**G1.B3** Lack of sufficient and efficient intervention instruction for students reading below grade level.

**G1.B3.S1** Increase communication and collaboration between classroom teachers and intervention teachers to set student intervention goals and monitor student progress towards those goals.

**Action Step 1**

Intervention groups with scheduled times, weekly collaboration between classroom and intervention teachers, shared student data

**Person or Persons Responsible**

Classroom teachers, Intervention teachers, CRT

**Target Dates or Schedule**

Weekly intervention times, Weekly collaboration

**Evidence of Completion**

Lesson Plans, Student Progress monitoring results

**Facilitator:**

Lisa Prevatt, Lynn Melvin, Noele Miller, Carol Clyatt

**Participants:**

Starke Elementary instructional staff

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

Lesson Plans, H2 intervention forms, administrative walkthroughs

**Person or Persons Responsible**

Classroom teachers, resource teachers, CRT, administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

student data from progress monitoring assessments, classroom assessment results

## Plan to Monitor Effectiveness of G1.B3.S1

Lesson Plans, H2 intervention forms, administrative walkthroughs

### Person or Persons Responsible

Classroom teachers, resource teachers, CRT, administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

student data from progress monitoring assessments, classroom assessment results

**G2.** All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems.

**G2.B1** Students lack cognitive practice in mental math computations and lack practice opportunities in open-ended math response questions.

**G2.B1.S1** Teachers will clearly and systematically model mental math computations and how to think through and answer open-ended math practice questions .

### Action Step 1

"Number Talks" 6 Ways to Develop Math Accountability

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Daily Math Talks K-5

#### Evidence of Completion

Lesson Plans, Classroom math assessments, Progress Monitoring assessments, Professional Learning Community participation

#### Facilitator:

Angie Hopkins

#### Participants:

Starke Elementary Instructional Staff

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

Lesson Plans, Administrative Walkthroughs, Student Data

#### **Person or Persons Responsible**

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

#### **Target Dates or Schedule**

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

#### **Evidence of Completion**

Student Strategy Posters displayed in classrooms, weekly computation assessments, Progress Monitoring (STAR math, classroom assessments, Performance Matters, student progress reports).

### **Plan to Monitor Effectiveness of G2.B1.S1**

Lesson Plans, Administrative Walkthroughs, Student Data

#### **Person or Persons Responsible**

Principal, Assistant Principal, CRT, classroom teachers, resource teachers

#### **Target Dates or Schedule**

Weekly Team Meetings, Quarterly Data Meetings, Daily Teacher Reflection

#### **Evidence of Completion**

Student Strategy Posters displayed in classrooms, weekly computation assessments, Progress Monitoring (STAR math, classroom assessments, Performance Matters, student progress reports).

## 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 I, Part A: Provide engaging parent involvement meetings that utilize activities such as Science Night, Book Bingo, Open House/ Meet the Teacher night, FCAT night for parents of all ages, and other activities that give parents an opportunity to see their children being successful. Bring the meetings to the parents by have students perform at events.

Increase communication and collaboration with parents by providing frequent communication on progress and access to materials and periodicals for use at home. Encourage parents to use the new Edline website for classroom, school, and district information. Continue providing e-mail newsletter with Constant Contact. Support personnel from NEFEC will provide extended services to the principal and staff at each school. This will include mentoring for the principal and the reading coach, professional development for the staff in the areas designated as deficient by 2012 AYP data, modeling in the classroom, and data analysis and interpretation. NEFEC extended services will provide an analysis of school data. The support will be individually designed based on school's needs.

Provide professional development on the Common Core State Standards to provide an understanding of the standards and to enhance the Rigor and Relevance of the curriculum. Professional Development on Florida Assessments in Reading (FAIR) and Response to Intervention (RtI) to improve the understanding of the connection between interventions and assessments in the classroom. Also to provide release time, stipends and resources for ongoing activities and Professional Learning Communities that supports the professional development.

Provide the resources and support needed to implement Response to Intervention. On the academic side this includes: data analysis, differentiated instruction, intervention, progress monitoring assessments, computer based instruction and release time for training. On the behavior side, this includes Positive Behavior Support (PBS) training using Franklin Covey strategies in the students' planner and coordinating training with Sean Covey's 7 Habits of Happy Kids, release time/stipends to support ongoing plans for implementation.

Title I, Part C-Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title II: District receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title X-Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. District homeless coordinator works with schools to identify and provide the necessary resources.

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title I to provide highly qualified 3rd grade teachers and to support summer school.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA - Take responsibility for your actions) and Character Education are implement to help with positive behaviors and decrease discipline referrals. Steps are also taken through the Positive Behavior Support program in place at the school level.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off the campus help ease the transition to Kindergarten.

Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing.

Career and Technical Education: The Career Tech Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics, and other areas. Through the

GED exit option, students at risk of not graduating are given the opportunity to learn and group in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

## 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.** All students including students identified as SWD, minorities, and those economically disadvantaged will increase use of reading comprehension strategies and self-monitoring strategies for mastery towards individual reading goals.

**G1.B1** Lack of students' abilities to create and foster peer relationships during and within instructional time.

**G1.B1.S1** Daily instruction from "Making Meaning" social skill interaction strategies which is a major goal of the "Making Meaning" curriculum.

### **PD Opportunity 1**

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

#### **Facilitator**

Lisa Prevatt, Noele Miller

#### **Participants**

Starke Elementary teachers and administrators

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Lesson Plans, Student Data, Administrative Walkthroughs

**G1.B1.S2** Provide ample opportunities for students instruction in how to work with a partner, group, or team toward specific leaning goals.

**PD Opportunity 1**

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

**Facilitator**

Lisa Prevatt, Noele Miller, CRT

**Participants**

Starke Elementary teachers and administrators

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans, Student Data, Administrative Walkthroughs

**G1.B2** Students lack understanding of the purpose of goal setting, cannot outline steps to reach their goals, and are weak in their abilities to self-evaluate their own progress toward reaching learning goals.

**G1.B2.S1** We will clearly articulate the criteria for success and provide clear, immediate, and constructive feedback.

**PD Opportunity 1**

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

**Facilitator**

Lisa Prevatt, Noele Miller, CRT

**Participants**

Starke Elementary teachers and administrators

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans, Student Data, Administrative Walkthroughs



**G1.B3** Lack of sufficient and efficient intervention instruction for students reading below grade level.

**G1.B3.S1** Increase communication and collaboration between classroom teachers and intervention teachers to set student intervention goals and monitor student progress towards those goals.

**PD Opportunity 1**

Intervention groups with scheduled times, weekly collaboration between classroom and intervention teachers, shared student data

**Facilitator**

Lisa Prevatt, Lynn Melvin, Noele Miller, Carol Clyatt

**Participants**

Starke Elementary instructional staff

**Target Dates or Schedule**

Weekly intervention times, Weekly collaboration

**Evidence of Completion**

Lesson Plans, Student Progress monitoring results

**G2.** All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems.

**G2.B1** Students lack cognitive practice in mental math computations and lack practice opportunities in open-ended math response questions.

**G2.B1.S1** Teachers will clearly and systematically model mental math computations and how to think through and answer open-ended math practice questions .

### **PD Opportunity 1**

"Number Talks" 6 Ways to Develop Math Accountability

#### **Facilitator**

Angie Hopkins

#### **Participants**

Starke Elementary Instructional Staff

#### **Target Dates or Schedule**

Daily Math Talks K-5

#### **Evidence of Completion**

Lesson Plans, Classroom math assessments, Progress Monitoring assessments, Professional Learning Community participation

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All students including students identified as SWD, minorities, and those economically disadvantaged will increase use of reading comprehension strategies and self-monitoring strategies for mastery towards individual reading goals.	\$800
G2.	All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems.	\$300
Total		\$1,100

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Professional Development	Total
District Budget	\$0	\$500	\$0	\$500
Title I	\$0	\$300	\$0	\$300
Title I - Professional Development for Teachers	\$0	\$0	\$300	\$300
Total	\$0	\$800	\$300	\$1,100

### Budget Details

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

**G1.** All students including students identified as SWD, minorities, and those economically disadvantaged will increase use of reading comprehension strategies and self-monitoring strategies for mastery towards individual reading goals.

**G1.B1** Lack of students' abilities to create and foster peer relationships during and within instructional time.

**G1.B1.S1** Daily instruction from "Making Meaning" social skill interaction strategies which is a major goal of the "Making Meaning" curriculum.

**Action Step 1**

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

**Resource Type**

Evidence-Based Program

**Resource**

Making Meaning - District Reading Curriculum

**Funding Source**

District Budget

**Amount Needed**

\$0

**G1.B1.S2** Provide ample opportunities for students instruction in how to work with a partner, group, or team toward specific leaning goals.

**Action Step 1**

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

**Resource Type**

Evidence-Based Program

**Resource**

Making Meaning - District Reading Curriculum

**Funding Source**

District Budget

**Amount Needed**

\$0

**G1.B2** Students lack understanding of the purpose of goal setting, cannot outline steps to reach their goals, and are weak in their abilities to self-evaluate their own progress toward reaching learning goals.

**G1.B2.S1** We will clearly articulate the criteria for success and provide clear, immediate, and constructive feedback.

**Action Step 1**

Use and monitor student data to drive instruction in the classroom to meet student social skill goals.

**Resource Type**

Personnel

**Resource**

Materials for Record Keeping by Classroom Teachers

**Funding Source**

Title I

**Amount Needed**

\$300

**G1.B3** Lack of sufficient and efficient intervention instruction for students reading below grade level.

**G1.B3.S1** Increase communication and collaboration between classroom teachers and intervention teachers to set student intervention goals and monitor student progress towards those goals.

**Action Step 1**

Intervention groups with scheduled times, weekly collaboration between classroom and intervention teachers, shared student data

**Resource Type**

Personnel

**Resource**

Data meetings and common planning time for student data analysis. Substitutes may be used to assist communication and collaboration time among teachers.

**Funding Source**

District Budget

**Amount Needed**

\$500

**G2.** All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems.

**G2.B1** Students lack cognitive practice in mental math computations and lack practice opportunities in open-ended math response questions.

**G2.B1.S1** Teachers will clearly and systematically model mental math computations and how to think through and answer open-ended math practice questions .

**Action Step 1**

"Number Talks" 6 Ways to Develop Math Accountability

**Resource Type**

Professional Development

**Resource**

Teachers will meet in PLC to increase knowledge on using mental math in classroom to increase student progress in math skills.

**Funding Source**

Title I - Professional Development for Teachers

**Amount Needed**

\$300