Alachua Elementary School

2014-15 School Improvement Plan

Alachua Elementary School

13800 NW 152ND PL, Alachua, FL 32615

http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	64%

Alternative/ESE Center	Charter School	Minority
No	No	48%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	D	C

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission is to encourage each child to become a lifelong learner by performing to his or her potential
in a safe, nurturing and challenging learning environment.

Provide the school's vision statement

Our Vision is to provide a climate of strong supportive relationships and academic excellence in order to promote self-confident, capable lifelong learners.

School Environment

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

Every Spring, Irby Elementary second grade teachers meet with Alachua Elementary third grade teachers. In groups, teachers discuss aspects of the upcoming third grade class. Strategies are shared that work with challenging students. Within the first 45 days of school the second and third grade teams once again meet. During this meeting more specific information is shared that is generated through questions posed by the third grade teachers. Second grade teachers encourage third grade teachers to call for further information and strategies. The ESE team meets with the Mebane ESE team to transition students to Middle School.
Relationships between teachers and students are fostered beginning in pre-planning. An inspirational speaker was presented through TED Talk. The structure of team meetings throughout the year includes the discussion of students and student data. The Administrative Team also discusses students and data to further assist teachers.

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

Alachua Elementary uses several different programs to ensure students feel safe and respected. Teachers are inserviced on the Positive Behavior Support program used school-wide. The BRT is made available to students who have concerns in regards to safety and respect. The Guidance Counselor provides counseling services to those students with concerns. The SRO works to create an atmosphere of safety for students and adults on campus. She works to know all students, faculty, staff, and their needs.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Alachua Elementary uses the Positive Behavior Support Program throughout the school. School-wide rules and procedures were established by the Discipline/PBS Committee during the summer. The committee presented the rules, procedures and consequences to the faculty. Students learn about the rules and procedures through lessons taught by teachers and the BRT. Positive behavior is promoted and encouraged. Students earn tangible rewards (Caught'ya Cash) for positive behavior which then can be used to purchase items from the school-wide store. Behavior charts are used in all

classrooms across the school. The emphasis is on school-wide rules, procedures and positive support.

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

Counseling is available through the Guidance Counselor in several different ways (one-on-one; small group guidance; classroom guidance). The BRT is also available to work with individual students or small groups. The BRT is also available for classroom lessons.
A mentoring program is being developed that will utilize community mentors (both academic and social) for individual students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Alachua Elementary monitors attendance and tardies closely. The Database and Dean work closely to monitor the attendance of students. The Dean reports to the Attendance Officer any students who have excessive absences. Students with significant absences are discussed at the weekly Administrative meeting and strategies are discussed to use to increase attendance of students chronically absent.
The district progressive discipline policy is utilized. Teachers were made aware of the progressive discipline plan and how to work through the plan. Students with significant behavioral issues are discussed at the weekly Administrative meeting. Strategies are discussed and then teachers are advised to help students begin to manage their own behavior. An effort is made to keep students in class, therefore suspensions in and out of school are tracked.
The principal reviews grades given at interim and at the 9 weeks mark. Students who are failing ELA or Math are discussed at the monthly data chats. Teachers who fail more than 10% of their class meet with the principal to discuss strategies and devise a plan to help failing students.
Level 1 students are tracked and discussed at Administrative meetings. Teachers discuss level 1 students during data chats.
The Food4Kids Backpack program is also used as an Early Warning Indicator. The families on this program are monitored because poverty is a concern for these families.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	3	**4**	**5**	
Attendance below 90 percent	10	7	12	29
One or more suspensions	1	10	8	19
Course failure in ELA or Math	12	8	10	30
Level 1 on statewide assessment	41	44	47	132

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

Indicator	Grade Level			Total
	3	**4**	**5**	
Students exhibiting two or more indicators	4	4	6	14

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

Students exhibiting two or more early warning indicators are closely monitored by the Administrative Team. The principal reviews the data of these students especially paying attention to the specific indicators. EPTs are held on these students and these students are in the RtI process. They are given the opportunity to receive Title 1 services and parents are given the opportunity for their child to be involved in the afterschool tutoring program. Teachers discuss progress of these students with the CIMS facilitator to discuss strategies to work with these students as well as any adjustments to the core curriculum. Behavior is monitored through the BRT and Guidance Counselor.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

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

Description

1. Attend at least one parent involvement meeting
2. Participate in project planning, implementation and/or evaluation
3. Work as a volunteer in any area of the school
4. Increase phone calls home to Title 1 parents
5. Increase contact to Title 1 parents through notes, e-mails, report cards, newsletters, etc.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Community members have a vested interest in the local school. Alachua Elementary continues with a free afterschool mentoring/tutoring program in which community members volunteer to mentor/tutor a student. Mentors work with students Tuesdays and Thursdays immediately after school. Community businesses volunteer at events sponsored by the Alachua Elementary PTA. The principal attends the beginning of the year Chamber meeting to outline for the local businesses the different programs offered at Alachua Elementary and to gather support for these programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Copeland, Eva	Principal
Berry, Kevin	Other
Cruce, Linda	Teacher, K-12
Filippi, Betsy	Instructional Coach
Bing, Bonnie	Dean
Biel, Susan	Guidance Counselor

Duties

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

Principal: Provides leadership, coordinates staff development and ensures fidelity of the RtI process.
CRT: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Assists in intervention design.
CIMS Facilitator: Oversees the data analysis process. Meets with teachers to discuss data trends and creates action plans to address student needs.
Behavior Resource Teacher: Provides expertise to classroom teachers on the development of appropriate behavioral strategies for individual students. Assists classroom teachers with the design and implementation of the Functional Behavior Assessment and development of the Behavior Improvement Plan. Monitors behavior and attendance data.
Counselor: Oversees implementation of the RtI process. Assists classroom teachers with assessments and interventions
Literacy Coach: Provides assistance and data analysis expertise in administering reading and writing assessments and interpreting data.
Technology Coach: Assists teachers in becoming proficient with technology in regards to programs for the classroom, lesson planning, and ACIIS.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Administrative Team meets weekly to review academic and behavioral data from a variety of sources, assist with developing and scheduling instructional strategies based on data review, and monitor implementation of instructional strategies. The team will also identify those students at moderate to high risk for not meeting benchmarks and will collaborate with additional staff members, such as general education teachers, speech/language pathologist, school psychologist, literacy coach, and ESE teachers to develop and implement more intensive research-based interventions as needed.
Title 1, Part A: Services are provided to ensure students requiring additional remediation are assisted through additional instruction. FCIM coordinator oversees disaggregation and interpretation of school-wide grade level and classroom data to determine strengths and weaknesses. Pullout tutorial provided by teacher tutors to targeted students.
Title I Part C - Migrant: Natalie Norris - District Migrant Coordinator. Alachua Elementary School hosts summer program for migrant students and provides space for adult ELL classes.
Title I, Part D: The district receives funds to support the Educational Alternatives Outreach program.

Services are provided with district drop-out prevention.

Title II: The district receives supplemental funds for improving basic education through the purchase of small equipment to supplement educational program. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. In addition, Digital educators will model technology lessons and assist teachers in infusing technology across the curriculum. District Literacy Coach will support teachers in implementation of reading initiatives and the new reading curriculum.

Title III: ESOL: District Services Coordination. Dictionaries provided to ESOL students.

Title X - Homeless: Transportation and school supplies provided to homeless students. The school works with the district Homeless Coordinator to provide resources (clothing, school supplies, social services, referrals, etc.) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs: Anti-bullying program provided in classrooms by dean and counselor. Positive Behavior Support program funded by district ESE.

Nutrition Programs: Food4Kids provides weekend food staples for identified families. Community Eligibility Provision provides free breakfast and lunch to all students at Alachua Elementary.

Housing Programs: School supports after-school tutoring in subsidized housing complex.

Adult Education: ESOL classes for adults offered on campus at night in the Family Service Center.

Career and Technical Education: Career awareness activities and annual career fair provided for all students.

Other: After-school tutoring provided by senior volunteers from local churches and civic groups.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Eva Copeland	Principal
Kevin Berry	Teacher
Alice Green	Business/Community
Richard Shallenberger	Parent
Hal Brady	Business/Community
Judy Malphers	Education Support Employee
Bonnie Bing	Teacher
Irena Melvin	Parent

Duties

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

Evaluation of last year's school improvement plan

Progress toward the school improvement plan was shared with the SAC committee during each meeting. Members were given the opportunity to contribute questions, concerns and comments. Assessment results are shared with the committee during the last meeting of the year.

Development of this school improvement plan

During the first meeting of the school year, FCAT results are shared with the SAC committee. The SAC committee discusses the results and gives input into the selection of the the targeted priorities.

Barriers and suggested resolutions to the barriers are discussed with the committee. The SIP will be revisited through a discussion of data collected for improvements to the plan.

Preparation of the school's annual budget and plan

The proposed projected annual budget is presented to the SAC for input. Projects funded through lottery funds are approved/denied through the committee.

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

No school improvement funds were allocated during the 1314 school year.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Copeland, Eva	Principal
Berry, Kevin	Other
Cruce, Linda	Teacher, K-12
Filippi, Betsy	Instructional Coach
Milliken, Kaytlynn	Teacher, K-12
Sanderes, Jeanne	Teacher, K-12
Thomas, Ric	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Defining and implementing a comprehensive differentiated schoolwide reading program that challenges students at all achievement levels. Implementation of the Florida standards, the adopted Reading series and Math series.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are given scheduled time for collaborative planning. To ensure time for teachers to meet, Faculty/PD meetings are scheduled for the first Wednesday of each month. The Leadership Team meets the second Wednesday of the month. These meetings are informational meetings. Team Leaders disseminate information from the Leadership Team meeting to their grade level teams. New/newer teachers meet once a month to discuss relevant topics with the group. The last Wednesday of the month

is reserved for PLCs to meet, discuss and plan. PLCs present at the faculty meeting at the beginning of the month. Team meetings are scheduled each Thursday.

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers are as follows:
PDS with Intern Mentors: Mentor teachers meet periodically to discuss/brainstorm/share the internship program; CRT & Principal
Perspective teacher interview workshops; Principal
County level mentor assigned to new teachers; Principal, District Mentor
School based mentor assigned to new teachers; Principal, Building Level Mentor
Host teacher intern program through the University of Florida, College of Education and St. Leo University; Principal, CRT, University Intern Coordinator

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

Mentor and teacher meet for curriculum development, lesson planning, and research-based instructional strategies for all domains and benchmarks. Team and committee meetings will assist new teachers.
The Team Leader or peer teacher of each grade level will mentor the new hires. Team leaders will provide new hires with the necessary day to day functioning of a classroom. Procedures and policies will be covered in the meetings with the mentors.
Mentor Katylynn Milliken: Mentees Marissa Awe, Michelle Davey, Marcia Proud
Mentor Kevin Berry: Ryan Helsel, Maria Ruopoli, Broc Hooper
Mentor Jennifer Roberson: Chloe Campbell
Planned monitoring will be through monthly "New Teacher " meetings, Snapshots and formal observations. The Literacy Coach, Math/Science Coach and technology coach will work with these new teachers also.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

District created Curriculum Maps aligning the Florida standards with the core curriculum are utilized by all teachers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

After assessments are given, reports are run for the Administrative team. Teachers have access to these reports in ACIIS. The CIMS Facilitator and teachers discuss the data at monthly meetings. Students who are not progressing are targets, strategies for remediation are discussed and then implemented by the classroom teacher. Students are then given an assessment on the remediated skill(s). Data is then re-examined to determine if progress has been made.
Examples of strategies that have been used in the past are Title 1 services, targeted remediation

through teacher guided work stations, academic recess (teachers pair up - one teacher supervises recess while the other provides guided instruction in 15 minute increments).

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,640

After school reading intervention will be provided for one hour two days per week. During these after school sessions, students will use the Achieve 3000 Reading computer program along with small group direct instruction from a highly qualified teacher tutor.

Strategy Rationale

Targeted students are provided an additional 120 minutes of instruction in Reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cruce, Linda, crucelm@gm.sbac.edu

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

Data is collected through the Achieve 3000 reports. The reports will be analyzed to determine how students are progressing and will be used to make instructional decisions.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The Administrative Team meets with the Administrative Team of Irby Elementary during post planning to discuss the incoming students and their specific needs. In the fall of the following year, Alachua Elementary third grade teachers and Irby Elementary 2nd grade teachers meet after third grade teachers have met their students. At this time, Alachua teachers are able to ask specific questions of teachers on students they have in the third grade.
Transition meetings for our 5th grade ESE students are held in the Spring.

College and Career Readiness

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

The Guidance Counselor conducts classes in career awareness. Students are guided in looking up information on their career interest through books and computers. As a culminating activity to the career unit, local community and business owners attend our one day Career Fair. Students are given the opportunity to learn first hand about many different careers.

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

N/A

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

N/a

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning.

G2.   Teachers actively participate in instructional teams and Professional Learning Communities where they use student learning data from aligned assessments to plan to make instructional and curriculum decision across all three tier levels.

G3.   Teachers engage students in meaningful, relevant and rigorous learning activities focused on the Florida standards driven by and measured by data which is shared with students during interactive feedback.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning. `1a`

Targets Supported `1b`

`G038447`

Indicator	Annual Target
Math Gains	50.0
ELA/Reading Gains	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Parent resource room.

- Friendly front office staff.

- Teachers willing to accommodate parent schedules.

- Supportive community members.

- Events planned for different parts of the day to accommodate parents.

- Food4 Kids backpack program.

- Alligator Pals mentoring program.

- Title 1 after school tutoring.

- Morning homework help.

Targeted Barriers to Achieving the Goal `3`

- Parents do not understand their responsibilities in educating their child and are unaware of activities and events that support student learning.

Plan to Monitor Progress Toward G1. `8`

During Administrative meetings, Title 1 sign-in sheets will be reviewed and analyzed to determine if the number of parents attending school events is increasing .

Person Responsible
Eva Copeland

Schedule
Quarterly, from 8/29/2014 to 6/4/2015

Evidence of Completion
Notes from Administrative meetings.

G2. Teachers actively participate in instructional teams and Professional Learning Communities where they use student learning data from aligned assessments to plan to make instructional and curriculum decision across all three tier levels. 1a

Targets Supported 1b

G038446

Indicator	Annual Target
Math Gains	50.0
ELA/Reading Gains	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Scheduled PLC Meetings

- Scheduled Team Meetings

- Assigned tasks for each PLC

- School-wide team meeting agenda

Targeted Barriers to Achieving the Goal 3

- Few aligned assessments available.

- Teachers lacking sufficient knowledge to analyze student learning data.

Plan to Monitor Progress Toward G2. 8

Notes from data chats. Students are showing growth in assessments throughout all subjects as discussed in Data Chats. For students who are not showing growth, teachers and administrative staff will develop strategies to provide students with more resources.

Person Responsible
Eva Copeland

Schedule
Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion
Individual data charts, school-wide data charts.

G3. Teachers engage students in meaningful, relevant and rigorous learning activities focused on the Florida standards driven by and measured by data which is shared with students during interactive feedback. 1a

Targets Supported 1b

🔍 G038445

Indicator	Annual Target
Math Gains	50.0
ELA/Reading Gains	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Curriculum aligned to the standards.

- Curriculum maps aligned to the standards and assessment timeline.

- Instructional coaches.

- Assessment data provided in a timely manner.

- Relevant professional development.

Targeted Barriers to Achieving the Goal 3

- Different levels of teacher knowledge.

- Assessment data not provided in a timely manner.

Plan to Monitor Progress Toward G3. 8

Notes from data chats.. Students are showing growth in assessments throughout all subjects as discussed in Data Chats. For students who are not showing growth, teachers and administrative staff will develop strategies to provide students with more resources.

Person Responsible

Eva Copeland

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Individual data charts, school-wide data chart.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning. 1

🔑 G038447

G1.B2 Parents do not understand their responsibilities in educating their child and are unaware of activities and events that support student learning. 2

🔑 B095653

G1.B2.S1 7 Habits of Highly Effective Students agenda will be utilized. 4

🔑 S106826

Strategy Rationale

Parents will be kept informed of daily assignments and could communicate with teachers on a daily basis.

Action Step 1 5

Teachers will receive inservice on how to present the 7 Habit planners to parents.

Person Responsible

Linda Cruce

Schedule

On 8/27/2014

Evidence of Completion

Sign in sheets.

Action Step 2 `5`

Teachers will present the 7 Habit Powerpoint to parents to explain the use of the planners.

Person Responsible

Eva Copeland

Schedule

On 9/4/2014

Evidence of Completion

Parent sign-in sheets and parental interaction via planners.

Action Step 3 `5`

Teacher will take part in the book study "The Leader in Me" which relates to the 7 Habits planners.

Person Responsible

Eva Copeland

Schedule

Weekly, from 10/1/2014 to 12/19/2014

Evidence of Completion

Teacher posts from Edmodo

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

The powerpoint for the 7 Habits planners will be presented to all teachers.

Person Responsible

Eva Copeland

Schedule

On 8/27/2014

Evidence of Completion

Attendance sheet for the PD will be collected.

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

Strategies read and discussed in the book will be reflected in lesson plans.

Person Responsible

Eva Copeland

Schedule

Weekly, from 10/1/2014 to 12/19/2014

Evidence of Completion

Lesson plans

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

Principal will monitor implementation of the professional development.

Person Responsible

Eva Copeland

Schedule

On 8/27/2014

Evidence of Completion

Implementation of PD during Open House as observed by principal.

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

Observation of students utilizing their planners on a daily basis.

Person Responsible

Eva Copeland

Schedule

Weekly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Planners

G1.B2.S2 The phone home system could be used more frequently. 4

Strategy Rationale

This will send messages to parents via e-mail and phone messages of important information.

Action Step 1 5

The principal will create and send phone home messages when needed.

Person Responsible

Kevin Berry

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Saved outgoing messages on the phone home system.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

During Administrative Meetings, the team will discuss which phone messages should be sent home.

Person Responsible

Kevin Berry

Schedule

On 6/4/2015

Evidence of Completion

Notes from Administrative meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Attendance at school events will be evidenced by Title 1 sign-in sheets.

Person Responsible

Linda Cruce

Schedule

Monthly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Sign in sheets.

G1.B2.S3 Marquee and website kept up-to-date. `4`

🔑 S106828

Strategy Rationale

Parents will have a visual driving by the school of upcoming events and can track them on the webstie.

Action Step 1 `5`

The marquee and website will be kept up to day with event information.

Person Responsible

Terry Morauer

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Updated website and marquee.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

The website and marquee will be reviewed periodically for updated information.l

Person Responsible

Kevin Berry

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Website and marquee match Google calendar.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Parents attend scheduled events.

Person Responsible

Linda Cruce

Schedule

Biweekly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Title 1 sign in sheets.

G1.B2.S4 Biweekly parent newsletter to be sent home. 4

S106829

Strategy Rationale

Parents can get a two week preview of important information and events.

Action Step 1 5

A bi-weekly parent newsletter created by the principal will be sent home twice monthly.

Person Responsible

Terry Morauer

Schedule

Biweekly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Parent newsletter

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Parent newsletter will be written with input from the Administrative team.

Person Responsible

Terry Morauer

Schedule

On 6/4/2015

Evidence of Completion

Administrative meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Attendance at school events will increase.

Person Responsible

Linda Cruce

Schedule

Monthly, from 9/4/2014 to 6/4/2015

Evidence of Completion

Title 1 sign-in sheets.

G2. Teachers actively participate in instructional teams and Professional Learning Communities where they use student learning data from aligned assessments to plan to make instructional and curriculum decision across all three tier levels. [1]

🔑 G038446

G2.B3 Few aligned assessments available. [2]

🔑 B094931

G2.B3.S1 Teachers working in scheduled PLCs to create aligned assessments. [4]

🔑 S106024

Strategy Rationale

Few assessments are aligned to the Florida standards.

Action Step 1 [5]

PLCs met with specific tasks to compare the differences in the pacing guide from 1314 to 1415 and begin working on creating aligned assessments to the Florida Standards.

Person Responsible

Kevin Berry

Schedule

Monthly, from 8/13/2014 to 6/4/2015

Evidence of Completion

PLCs will submit newly aligned assessments to the CRT before administering them.

Action Step 2 [5]

PLCs will turn in aligned assessment to the CRT to review. After approval, teachers will administer aligned assessments.

Person Responsible

Kevin Berry

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Aligned assessment samples.

Action Step 3 `5`

Teachers will administer the aligned assessments, collect relevant data, and review with the FCIM Facilitator during data chats.

Person Responsible

Linda Cruce

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data chat notes.

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

Created assessments that are aligned to the Florida Standards will be submitted to the CRT before administering to students.

Person Responsible

Kevin Berry

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Aligned assessments.

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

Data collected from the newly created aligned assessments will be discussed monthly with the FCIM Facilitator. Student progress will be monitored for mastery of the standards. For students not mastering standards, strategies will be brainstormed to use to remediate before assessing a second time for mastery.

Person Responsible

Linda Cruce

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Action plans from data chats.

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

Data will be discussed at weekly Administrative Team Meetings focusing on students not making adequate progress. Strategies will be discussed at the meeting and shared with teachers at a later date.

Person Responsible

Eva Copeland

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Notes from data chats with classroom teachers.

G2.B4 Teachers lacking sufficient knowledge to analyze student learning data. `2`

B094932

G2.B4.S1 Develop templates to analyze student data. Provide professional development about how to utilize the templates. `4`

S107705

Strategy Rationale

Some teachers lack the knowledge to successfully analyze student data.

Action Step 1 `5`

Principal, CRT and Literacy Coach developed template to analyze data.

Person Responsible

Eva Copeland

Schedule

On 8/20/2014

Evidence of Completion

Templates

Action Step 2 `5`

Provide professional development on the use of the data templates.

Person Responsible

Betsy Filippi

Schedule

On 9/3/2014

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Principal observes professional development.

Person Responsible

Eva Copeland

Schedule

On 9/3/2014

Evidence of Completion

Sign in sheets for the professional development inservice.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Principal, CRT, and Literacy Coach will attend team data meetings.

Person Responsible

Eva Copeland

Schedule

Monthly, from 9/4/2014 to 6/4/2015

Evidence of Completion

Team meeting minutes.

G3. Teachers engage students in meaningful, relevant and rigorous learning activities focused on the Florida standards driven by and measured by data which is shared with students during interactive feedback. 1

G038445

G3.B1 Different levels of teacher knowledge. 2

B092271

G3.B1.S1 Provide differentiated professional development. 4

S103199

Strategy Rationale

Different teachers have different needs depending on their prior experiences.

Action Step 1 5

Create and distribute a professional development needs assessment to the faculty.

Person Responsible

Kevin Berry

Schedule

On 8/29/2014

Evidence of Completion

Results of survey

Action Step 2 5

A differentiated professional development calendar will be created by the principal, CRT and Literacy Coach.

Person Responsible

Kevin Berry

Schedule

On 9/2/2014

Evidence of Completion

The differentiated professional development calendar.

Action Step 3 `5`

Access resources and personnel to conduct differentiated professional development.

Person Responsible

Eva Copeland

Schedule

Monthly, from 8/27/2014 to 6/3/2015

Evidence of Completion

PD Sign-In Sheets

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

Review the PD calendar that was shared on Google Drive.

Person Responsible

Eva Copeland

Schedule

Monthly, from 8/20/2014 to 6/4/2015

Evidence of Completion

PD Calendar on Google Drive

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

Principal will monitor implementation of professional development.

Person Responsible

Eva Copeland

Schedule

Biweekly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Implementation of PD will be evidence in lesson plans, formal and informal observations.

G3.B2 Assessment data not provided in a timely manner. 2

🔧 B092272

G3.B2.S1 Utilize PCG for assessments given. 4

🔧 S105354

Strategy Rationale

PCG allows for immediate retrieval of assessment data.

Action Step 1 5

The CRT aide will input assessments into PCG.

Person Responsible

Kevin Berry

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Action Step 2 5

PCG assessment reports will be run and distributed to teachers.

Person Responsible

Kevin Berry

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Reports

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

Reports will be run on a regular basis for teachers, CRT and principal.

Person Responsible

Kevin Berry

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Assessment reports

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

Assessment reports will be run.

Person Responsible

Kevin Berry

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Assessment reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	The CRT aide will input assessments into PCG.	Berry, Kevin	8/25/2014		6/4/2015 biweekly
G3.B1.S1.A1	Create and distribute a professional development needs assessment to the faculty.	Berry, Kevin	8/20/2014	Results of survey	8/29/2014 one-time
G2.B3.S1.A1	PLCs met with specific tasks to compare the differences in the pacing guide from 1314 to 1415 and begin working on creating aligned assessments to the Florida Standards.	Berry, Kevin	8/13/2014	PLCs will submit newly aligned assessments to the CRT before administering them.	6/4/2015 monthly
G1.B2.S1.A1	Teachers will receive inservice on how to present the 7 Habit planners to parents.	Cruce, Linda	8/27/2014	Sign in sheets.	8/27/2014 one-time
G1.B2.S2.A1	The principal will create and send phone home messages when needed.	Berry, Kevin	8/25/2014	Saved outgoing messages on the phone home system.	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A1	The marquee and website will be kept up to day with event information.	Morauer, Terry	9/2/2014	Updated website and marquee.	6/4/2015 biweekly
G1.B2.S4.A1	A bi-weekly parent newsletter created by the principal will be sent home twice monthly.	Morauer, Terry	8/29/2014	Parent newsletter	6/4/2015 biweekly
G2.B4.S1.A1	Principal, CRT and Literacy Coach developed template to analyze data.	Copeland, Eva	8/20/2014	Templates	8/20/2014 one-time
G3.B1.S1.A2	A differentiated professional development calendar will be created by the principal, CRT and Literacy Coach.	Berry, Kevin	8/20/2014	The differentiated professional development calendar.	9/2/2014 one-time
G3.B2.S1.A2	PCG assessment reports will be run and distributed to teachers.	Berry, Kevin	8/25/2014	Reports	6/4/2015 biweekly
G1.B2.S1.A2	Teachers will present the 7 Habit Powerpoint to parents to explain the use of the planners.	Copeland, Eva	9/4/2014	Parent sign-in sheets and parental interaction via planners.	9/4/2014 one-time
G2.B3.S1.A2	PLCs will turn in aligned assessment to the CRT to review. After approval, teachers will administer aligned assessments.	Berry, Kevin	8/25/2014	Aligned assessment samples.	6/4/2015 biweekly
G2.B4.S1.A2	Provide professional development on the use of the data templates.	Filippi, Betsy	9/3/2014	Sign in sheets	9/3/2014 one-time
G3.B1.S1.A3	Access resources and personnel to conduct differentiated professional development.	Copeland, Eva	8/27/2014	PD Sign-In Sheets	6/3/2015 monthly
G2.B3.S1.A3	Teachers will administer the aligned assessments, collect relevant data, and review with the FCIM Facilitator during data chats.	Cruce, Linda	8/25/2014	Data chat notes.	6/4/2015 biweekly
G1.B2.S1.A3	Teacher will take part in the book study "The Leader in Me" which relates to the 7 Habits planners.	Copeland, Eva	10/1/2014	Teacher posts from Edmodo	12/19/2014 weekly
G1.MA1	During Administrative meetings, Title 1 sign-in sheets will be reviewed and analyzed to determine if the number of parents attending school events is increasing .	Copeland, Eva	8/29/2014	Notes from Administrative meetings.	6/4/2015 quarterly
G1.B2.S1.MA1	Principal will monitor implementation of the professional development.	Copeland, Eva	8/27/2014	Implementation of PD during Open House as observed by principal.	8/27/2014 one-time
G1.B2.S1.MA4	Observation of students utilizing their planners on a daily basis.	Copeland, Eva	10/3/2014	Planners	6/4/2015 weekly
G1.B2.S1.MA1	The powerpoint for the 7 Habits planners will be presented to all teachers.	Copeland, Eva	8/27/2014	Attendance sheet for the PD will be collected.	8/27/2014 one-time
G1.B2.S1.MA3	Strategies read and discussed in the book will be reflected in lesson plans.	Copeland, Eva	10/1/2014	Lesson plans	12/19/2014 weekly
G1.B2.S2.MA1	Attendance at school events will be evidenced by Title 1 sign-in sheets.	Cruce, Linda	8/15/2014	Sign in sheets.	6/4/2015 monthly
G1.B2.S2.MA1	During Administrative Meetings, the team will discuss which phone messages should be sent home.	Berry, Kevin	8/29/2014	Notes from Administrative meetings.	6/4/2015 one-time
G1.B2.S3.MA1	Parents attend scheduled events.	Cruce, Linda	8/15/2014	Title 1 sign in sheets.	6/4/2015 biweekly
G1.B2.S3.MA1	The website and marquee will be reviewed periodically for updated information.l	Berry, Kevin	8/25/2014	Website and marquee match Google calendar.	6/4/2015 biweekly
G1.B2.S4.MA1	Attendance at school events will increase.	Cruce, Linda	9/4/2014	Title 1 sign-in sheets.	6/4/2015 monthly
G1.B2.S4.MA1	Parent newsletter will be written with input from the Administrative team.	Morauer, Terry	8/29/2014	Administrative meeting notes.	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Notes from data chats. Students are showing growth in assessments throughout all subjects as discussed in Data Chats. For students who are not showing growth, teachers and administrative staff will develop strategies to provide students with more resources.	Copeland, Eva	8/25/2014	Individual data charts, school-wide data charts.	6/4/2015 biweekly
G2.B3.S1.MA1	Data collected from the newly created aligned assessments will be discussed monthly with the FCIM Facilitator. Student progress will be monitored for mastery of the standards. For students not mastering standards, strategies will be brainstormed to use to remediate before assessing a second time for mastery.	Cruce, Linda	9/1/2014	Action plans from data chats.	6/4/2015 monthly
G2.B3.S1.MA3	Data will be discussed at weekly Administrative Team Meetings focusing on students not making adequate progress. Strategies will be discussed at the meeting and shared with teachers at a later date.	Copeland, Eva	8/25/2014	Notes from data chats with classroom teachers.	6/4/2015 weekly
G2.B3.S1.MA1	Created assessments that are aligned to the Florida Standards will be submitted to the CRT before administering to students.	Berry, Kevin	8/25/2014	Aligned assessments.	6/4/2015 biweekly
G2.B4.S1.MA1	Principal, CRT, and Literacy Coach will attend team data meetings.	Copeland, Eva	9/4/2014	Team meeting minutes.	6/4/2015 monthly
G2.B4.S1.MA1	Principal observes professional development.	Copeland, Eva	9/3/2014	Sign in sheets for the professional development inservice.	9/3/2014 one-time
G3.MA1	Notes from data chats.. Students are showing growth in assessments throughout all subjects as discussed in Data Chats. For students who are not showing growth, teachers and administrative staff will develop strategies to provide students with more resources.	Copeland, Eva	8/25/2014	Individual data charts, school-wide data chart.	6/4/2015 biweekly
G3.B1.S1.MA1	Principal will monitor implementation of professional development.	Copeland, Eva	8/29/2014	Implementation of PD will be evidence in lesson plans, formal and informal observations.	6/4/2015 biweekly
G3.B1.S1.MA1	Review the PD calendar that was shared on Google Drive.	Copeland, Eva	8/20/2014	PD Calendar on Google Drive	6/4/2015 monthly
G3.B2.S1.MA1	Assessment reports will be run.	Berry, Kevin	8/25/2014	Assessment reports	6/4/2015 biweekly
G3.B2.S1.MA1	Reports will be run on a regular basis for teachers, CRT and principal.	Berry, Kevin	8/25/2014	Assessment reports	6/4/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning.

G1.B2 Parents do not understand their responsibilities in educating their child and are unaware of activities and events that support student learning.

G1.B2.S1 7 Habits of Highly Effective Students agenda will be utilized.

PD Opportunity 1

Teachers will receive inservice on how to present the 7 Habit planners to parents.

Facilitator

Linda Cruce, FCIM Facilitator

Participants

Teachers

Schedule

On 8/27/2014

PD Opportunity 2

Teacher will take part in the book study "The Leader in Me" which relates to the 7 Habits planners.

Facilitator

Eva Copeland

Participants

All teachers

Schedule

Weekly, from 10/1/2014 to 12/19/2014

G2. Teachers actively participate in instructional teams and Professional Learning Communities where they use student learning data from aligned assessments to plan to make instructional and curriculum decision across all three tier levels.

G2.B4 Teachers lacking sufficient knowledge to analyze student learning data.

G2.B4.S1 Develop templates to analyze student data. Provide professional development about how to utilize the templates.

PD Opportunity 1

Provide professional development on the use of the data templates.

Facilitator

Betsy Filippi, Kevin Berry

Participants

Teachers

Schedule

On 9/3/2014

G3. Teachers engage students in meaningful, relevant and rigorous learning activities focused on the Florida standards driven by and measured by data which is shared with students during interactive feedback.

G3.B1 Different levels of teacher knowledge.

G3.B1.S1 Provide differentiated professional development.

PD Opportunity 1

Access resources and personnel to conduct differentiated professional development.

Facilitator

Kevin Berry Betsy Fililppi Allison Fissenden Becky Hutchison Melody Hoffstetter Shawn Swal Matt Lynch

Participants

Faculty

Schedule

Monthly, from 8/27/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning.	500
Grand Total	**500**

Goal 1: Alachua Elementary faculty and staff will work to build strong relationships with families and communities to support learning.		
Description	**Source**	**Total**
B2.S1.A3 - 7 Habit book study.	Title I Part A	500
B2.S4.A1 - Funds will be used for paper.	General Fund	0
Total Goal 1		**500**