

Crawfordville Elementary School



2014-15 School Improvement Plan

Crawfordville Elementary School

379 ARRAN RD, Crawfordville, FL 32327

<http://www.wakullaschooldistrict.org/ces>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

22%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan was approved by the Wakulla County School Board on 10/20/2014.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Crawfordville Elementary School believes that its mission is to facilitate a positive and diverse learning environment and to provide a continuous process of education, both formal and informal, to guarantee the success of all children.

Provide the school's vision statement

All students will achieve their highest potential as a result of the experiences that are provided by a team of highly qualified professionals in a positive, caring, healthy and safe learning environment.

School Environment

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

Each individual teacher begins the year with Getting to Know You activities that provide insight into student cultures. These are non-invasive ways to get to know a student's cultural background. The results of the activities are reviewed when planning for instruction in order to take into account student cultural backgrounds, likes and/or dislikes. The school participates in monthly recognition of various cultures (Black History Month, Hispanic History Month, Senior Citizen Month, etc.) and every other year the school participates in a Cultures Around the World program where students research and participate in activities that focus on other cultures.

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

Visitors are required to check-in when on campus using a Raptor ID system at the front desk and must wear a visitor badge while on campus. Signs are posted around campus on entry ways to promote visitors to check in appropriately at the front desk. Cameras are in place throughout the school and on the buses. School and classroom rules are in place and taught in each class. Grade levels maintain radios for emergencies and drills are practiced monthly. Teachers escort students to the buses and parent pickup. Students who are picked up are escorted to the cafeteria where they are monitored in a safe environment until their ride arrives with an approved DashPass for verification of permission to pick up.

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

Crawfordville uses the Positive Behavior System (PBS) and components of the Leader in Me to facilitate schoolwide positive behavior plans per grade level. Teachers use Positive Behavior Referrals to recognize students with outstanding behaviors. Procedures and protocols are in place for teachers to send students to the office when needed. A schoolwide book study was conducted to train teachers in the 7 Habits of Highly Effective People and how to use this to encourage leadership roles in students. The habits, with expected behaviors, are posted throughout the school and in classrooms.

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

Each grade level is provided with guidance on their special area rotation for one semester. Available mentors are provided for students who have been referred by school personnel.

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

- Attendance below 90%
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessment in ELA or Math

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
	K	1	2	3	4	5	
Attendance below 90 percent	18	9	6	12	9	12	66
One or more suspensions	8	2	1	3	6	10	30
Course failure in ELA or Math	0	1	4	5	1	6	17
Level 1 on statewide assessment	0	0	0	20	11	18	49

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	1	8	3	7	21

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

A watchlist of students in danger of having difficulties is created based on data and monitored throughout the school year. Students who exhibit multiple warnings, or who do not respond to Tier I teacher instruction, are referred to the RtI Team for interventions and further progress monitoring. Fast For Word, IXL.com, and other research based programs are used as intervention strategies for students in Tiers II and III for academics. Students identified as needing further interventions with behavior are referred to Tier II intervention using a district approved program, Automatic RtI, which teachers have been trained in. Teachers will make contact to discuss concerns with parents regarding attendance to help establish attendance routines. The district has also implemented an automated call to parents when students are absence from school. Letters are sent to parents for students have more than 10 absences. If students need further interventions, the guidance counselor and/or administration will become involved with setting up a conference to create an Attendance Contract, and the Truancy Officer is included if needed. Positive approaches are always used in working with students and parents to promote success.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/201502>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Crawfordville builds and sustains partnerships with the community to help in providing volunteers and mentors to work with at risk students. We also reach out the community to involve business partners during our PLT (Project Learning Tree) week, Red Ribbon Week, Dr. Seuss Day, and country fair. ROTC volunteers are utilized at many school sponsored events. The Optimist Club assists with many school needs. Communities members also help with Brain Brawl, SAVE, Operation Santa and serve on our School Advisory Council committee. Community leaders (Police Officers, Firefighters, etc) are invited to the school for celebrations such as Thank a Police Officer Day. The IRIS Garden Club sponsors the Garden Club and helps to educate students about environmental topics.

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
Harvey, Frankie	Dean
Walker, Angie	Principal

Duties

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

School leaders provide a common vision and facilitates team meeting. They facilitate data-based decision making activities, coordinate professional development and technical assistance for problem solving activities, including data collection and analysis, intervention planning and evaluation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership follows guidelines provided by the district for use of curriculum for all students. The needs of the lower quartile students identified by the Rtl team are met by using research based programs, either provided with the curriculum or purchased as needed.

Personnel are selected based on a variety of criteria, such as experience, certification, background and need.

School leaders meet quarterly to assess the needs of grade levels, teachers and students based on input from the SACs team, parents, and teachers.

Title I, Part A

Title I funds provide for supplemental materials, equipment, smaller teacher-pupil ratios, staff development, remediation, and parent involvement activities.

Title I, Part C- Migrant

Migrant PAEC coordinates services for migrant students. Currently we do not have any migrant students

Title I, Part D

The district does not receive Title I, Part D funds

Title II

Title II, Part A funds are used to fund an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II A funds provide staff development which addresses incorporating technology into instruction

Title III

The district does not receive Title III funds. However, services for English Language Learner services are provided by the district student services department.

After school remediation.

Violence Prevention Programs

Schools offer violence programs and anti-drug programs which are supported by Title IV funds, the community, and Wakulla County Sheriff's Department

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Angie Walker	Principal
Miranda Bowen	Teacher
Christy Whitfield	Teacher
April Tillman	Parent
Davida Schissler	Parent
Bob Donaway	Parent
Mike McCans	Business/Community
June Davis	Parent
Kirsten Brazier	Teacher
Terri Gilliam	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

The committee meets at the end of each year to review and make recommendations for the improvement of the next school year's plan. At the first SACS meeting of the new school year, the committee will review data from the previous year to discuss if goals from the previous year were met.

Development of this school improvement plan

Teachers meet quarterly to discuss goals and strategies to present to the committee as suggestions and updates for the school improvement plan. The plan is presented to the School Advisory Council at the the first meeting and input is given, if possible, before the Plan is finalized.

Preparation of the school's annual budget and plan

The SAC votes on how to use appropriated school improvement dollars.

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

School improvement funds in the amount of \$495 were used to purchase projector bulbs. These allowed teachers to use technology resources to implement strategies for reading and math goals.

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
Adkinson, Alisa	Teacher, K-12
Bowen, Miranda	Teacher, K-12
Brazier, Kirsten	Teacher, K-12
Harvey, Frankie	Dean
Price, Terry	Instructional Coach
Walker, Angie	Principal
Whitfield, Christy	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT team will meet quarterly to gather, monitor, review and disaggregate data used for progress monitoring. Initiatives to promote literacy include, but are not limited to, the Million Word Reader Club, Class Word Count Challenge for 1st and 2nd grade, a focus on using Data Notebooks to monitor and track AR goals, and a Spot Light on Writing Bulletin board is on display in a prominent place.

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

Each grade level is required to hold weekly meetings for planning and collaboration. Grade levels are provided with common planning time in the mornings before students arrive and during their special area time. Teachers are encouraged to share positive ideas via email or during faculty meetings. School leaders hold grade level leader meetings to promote collaboration and discussion.

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

RECRUITMENT OF PERSONNEL

“The Last Best Natural Place to Live and Teach”

The Human Resources Department shall maintain an online applicant tracking system. A variety of techniques are used to identify and attract qualified applicants. These include soliciting names of prospective out-of-county applicants, encouraging qualified local citizens to apply, notifying the Department of Education and college placement office of postings, recruiting at The Great Florida Teach-in and other career day fairs, including Work Force Plus as well as scheduling interviews with graduating seniors at colleges and universities.

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

Principals pair new educators to the district [novice and veteran] to an Effective or Highly Effective teacher at the school who usually is on the same grade level or teaches the same subject and has proven to be a peer educator who can be relied on. Veteran teachers are required to attend district training prior to becoming a mentor teacher.

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

The District adopts programs from a state adopted instructional materials list. In addition, through curriculum development and team meetings, materials are checked and it is verified that they cover the Florida Standards. School employees are provided with and are required to follow a district created and approved instructional plan and guide. Mrs. Walker and Mrs. Harvey conduct walk-through observations and formal observations to monitor implementation of district approved curriculum.

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

The school reviews data and students are placed in classes based on learning needs. Research based materials and programs are used in instruction and continual progress monitoring occurs for all students. Interventions are organized and provided based on results of progress monitoring data.

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: After School Program

Minutes added to school year: 0

Odyssey of the Mind: Creative problem solving program for enrichment.

Strategy Rationale

Provides gifted and talented students with the opportunity to solve challenging problems using critical and creative thinking.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Walker, Angie, angela.walker@wcsb.us

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

The number of students attending.

Strategy: After School Program

Minutes added to school year: 0

Garden Club: Students will work collaboratively with community members to plant and care for a garden, and learn about the importance of environmental impacts.

Strategy Rationale

This provides students with the opportunity to have hands on experiences with science concepts in nature.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bartnick, Kimberly, kimberly.bartnick@wcsb.us

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

No data is associated with this program.

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

During the spring, a school administrator visits the District's Pre-kindergarten programs to inform parents about Kindergarten readiness skills and the registration process. Students in the Prekindergarten programs are invited to visit the Kindergarten classrooms prior to the end of the school year. During the first 30 calendar days of the school year FLKRS (Florida Kindergarten Readiness Screening) is administered to each student to assist in meeting students' needs. In the final months of school, transitioning fifth graders are taken to visit and preview the middle school they will attend. Opportunities open to middle school students are presented to help them with the transition.

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

N/A

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

NA

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.** Decrease number of students who have less than 90% attendance from 66 students to 55.
- G2.** Increase total student proficiency in English Language Arts to 79% on Florida Standards Assessment.
- G3.** Increase percentage of total number of students showing proficiency in math to 75% on the Florida Standards Assessment.

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. Decrease number of students who have less than 90% attendance from 66 students to 55. 1a

G044394

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	55.0

Resources Available to Support the Goal 2

- Automated Phone System
- Attendance Contracts
- Truancy Officer
- Bus Transportation
- Out-of-Zone Request
- Progress and Report Cards

Targeted Barriers to Achieving the Goal 3

- Parental Knowledge of total absences

Plan to Monitor Progress Toward G1. 8

Attendance will be progress monitored by the Data Team.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance data printouts

G2. Increase total student proficiency in English Language Arts to 79% on Florida Standards Assessment.

1a

G037188

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Reading - African American	67.0
AMO Reading - ED	70.0
AMO Reading - SWD	59.0
AMO Reading - White	83.0
FSA - English Language Arts - Proficiency Rate	79.0

Resources Available to Support the Goal 2

- Fast For Word (1-5)
- easyCBM (K-5)
- DEA (K-5)
- STAR Reading (1-5)
- Journeys Intervention Components (K-5)
- Rewards (4-5)
- PALS (K-2)
- FCRR (K-5)
- WriteScore
- Kagan Cooperative Learning
- Daily 5 books
- Cafe books

Targeted Barriers to Achieving the Goal 3

- Early Interventions

Plan to Monitor Progress Toward G2. 8

Review of formal assessments and/or progress monitoring tools

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formal assessments, progress monitoring tools and Rtl participant sign-in sheet

G3. Increase percentage of total number of students showing proficiency in math to 75% on the Florida Standards Assessment. 1a

G037189

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Math - African American	60.0
AMO Math - ED	65.0
AMO Math - SWD	67.0
AMO Math - White	79.0
FSA - Mathematics - Proficiency Rate	75.0

Resources Available to Support the Goal 2

- IXL.com
- easyCBM
- After School tutoring
- DEA Math interventions
- STAR Math
- Harcourt Go Math For Florida
- High-Yield Routines
- Differentiated Math Professional Development

Targeted Barriers to Achieving the Goal 3

- Early Interventions

Plan to Monitor Progress Toward G3. 8

Review progress monitoring data throughout the school year.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

data team minutes, reports from progress monitoring tools

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Decrease number of students who have less than 90% attendance from 66 students to 55. **1**

 G044394

G1.B5 Parental Knowledge of total absences **2**

 B109101

G1.B5.S1 Teachers will contact parents after 2 consecutive absences. **4**

 S120608

Strategy Rationale

Teachers will help to insure parents are aware of skills students are missing.

Action Step 1 **5**

Teachers will call parents when students are absent for 2 consecutive days.

Person Responsible

Angie Walker

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher communication logs

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teachers will document calls in communication log and an administrator will check during walk-throughs.

Person Responsible

Angie Walker

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Walk-through logs and communication logs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Attendance of students will be monitored by the Data team quarterly.

Person Responsible

Angie Walker

Schedule

On 5/29/2015

Evidence of Completion

Attendance print outs

G1.B5.S3 Parents of students who are absent for more than 10 days will receive a letter from the administration stressing importance of attendance. 4

 S120610

Strategy Rationale

This will provide parents with reminders of number of absences.

Action Step 1 5

Administrators will send letters to parents of students who have more than 10 absences.

Person Responsible

Angie Walker

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Copies of letters sent

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Data Team will review attendance reports quarterly.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance printouts and letters

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Data Team will review attendance printouts quarterly.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance printouts

G1.B5.S4 A conference will be scheduled with parents of students with repeat absences and an Attendance Contract created. 4

 S120611

Strategy Rationale

An Attendance Contract will provide a plan and motivation for student attendance.

Action Step 1 5

Teachers will hold conferences with parents of students who have more than 10 absences and invite the Guidance Counselor and Administration to attend. At the conference, an Attendance Contract will be created.

Person Responsible

Angie Walker

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Communication logs and contracts

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Data Team will review attendance reports quarterly.

Person Responsible

Terry Price

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance Data reports

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Data Team will monitor attendance reports quarterly.

Person Responsible

Terry Price

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance reports

G1.B5.S5 Students will receive a perfect attendance ribbon quarterly for perfect attendance and a medal for yearly perfect attendance. 4

 S120615

Strategy Rationale

Incentives and recognition will help increase student motivation for attendance.

Action Step 1 5

Quarterly Awards Assemblies will be held and students with perfect attendance will be recognized.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Awards Sheets

Action Step 2 5

An End of the Year Awards Assembly will be held and perfect attendance for the year will be recognized.

Person Responsible

Angie Walker

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

End of the Year Awards Sheet

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Attendance reports will be reviewed quarterly by the Data Team.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of Implementation of G1.B5.S5 7

Attendance reports will be reviewed quarterly by the Data Team.

Person Responsible

Terry Price

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance reports

G1.B5.S6 Parents will be encouraged to participate in activities at the school to emphasize the importance of attendance. **4**

 S132582

Strategy Rationale

Parents experiencing activities participated in by their children will show them the importance of having students at school.

Action Step 1 **5**

Parents will be encouraged to attend school activities.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S6 **6**

Sign-in sheets will be kept for activities as outline in the Parental Involvement Plan.

Person Responsible

Frankie Harvey

Schedule

On 6/5/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B5.S6 7

Sign-in sheets and attendance data will be reviewed.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets and attendance data

G2. Increase total student proficiency in English Language Arts to 79% on Florida Standards Assessment. 1

 G037188

G2.B4 Early Interventions 2

 B089249

G2.B4.S1 After school tutoring will be provided for students. 4

 S099893

Strategy Rationale

After school tutoring provides opportunity for students to get extra help with reinforcement of skills in a smaller group setting.

Action Step 1 5

Will provide after school tutoring opportunities to students in need.

Person Responsible

Angie Walker

Schedule

Weekly, from 9/29/2014 to 3/27/2015

Evidence of Completion

Attendance logs

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

Teachers will document what they are covering in lesson plans.

Person Responsible

Angie Walker

Schedule

On 3/30/2015

Evidence of Completion

Lesson plans

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

Progress monitoring checks

Person Responsible

Terry Price

Schedule

Quarterly, from 9/29/2014 to 3/30/2015

Evidence of Completion

progress monitoring reports and student grades

G2.B4.S2 Tier III students and students identified as ESE will participate in Fast For Word to improve reading foundational skills. 4

 S099894

Strategy Rationale

Focusing on reading foundational skills will help to improve student reading.

Action Step 1 5

Students who are identified as Tier 3 or ESE will participate in Fast For Word for 30 minutes daily.

Person Responsible

Angie Walker

Schedule

Daily, from 9/10/2014 to 5/29/2015

Evidence of Completion

data from progress monitoring reports

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Review progress monitoring data from Fast For Word

Person Responsible

Terry Price

Schedule

Quarterly, from 9/10/2014 to 5/29/2015

Evidence of Completion

data reports

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Progress monitoring of students receiving Fast For Word interventions.

Person Responsible

Terry Price

Schedule

On 5/29/2015

Evidence of Completion

data reports

G2.B4.S3 Teachers will monitor student progress using DEA, StarReading and other research-based approved programs to identify students who are in need of interventions. 4

 S120510

Strategy Rationale

By progress monitoring students, teachers will be able to identify and provide interventions to students efficiently.

Action Step 1 5

Teachers will keep Data Notebooks with data from progress monitoring tools and review to identify students in need of interventions.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data Notebooks

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Mrs. Walker will conduct walk-through observations to review data notebooks.

Person Responsible

Angie Walker

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation walk-through logs

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Students identified through progress monitoring will receive interventions.

Person Responsible

Angie Walker

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students signed up for Rtl, teacher lesson plans will reflect interventions

G2.B4.S4 Use WriteScore to increase student proficiency in writing. 4

 S120564

Strategy Rationale

Students must be able to read and respond to text in writing.

Action Step 1 5

Teachers will progress monitor student performance on WriteScore and use data to plan instruction.

Person Responsible

Angie Walker

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

WriteScore data reports and lesson plans reflect instruction.

Plan to Monitor Fidelity of Implementation of G2.B4.S4 6

Progress monitoring reports for WriteScore will be reviewed.

Person Responsible

Terry Price

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

WriteScore reports and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S4 7

WriteScore progress monitoring data will be reviewed.

Person Responsible

Terry Price

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

WriteScore data reports

G2.B4.S5 Teachers will use research based programs to create differentiated, targeted instruction. 4

 S121879

Strategy Rationale

Use of differentiated instruction will increase student engagement and academic learning.

Action Step 1 5

Teachers will use research based programs and interventions for differentiated instruction.

Person Responsible

Angie Walker

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

classroom observations and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S5 6

Administration will conduct classroom walk-through and formal observations.

Person Responsible

Angie Walker

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk-through and observation logs

Plan to Monitor Effectiveness of Implementation of G2.B4.S5 7

Data from progress monitoring assessments will be reviewed quarterly.

Person Responsible

Terry Price

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data printouts

G3. Increase percentage of total number of students showing proficiency in math to 75% on the Florida Standards Assessment. 1

 G037189

G3.B5 Early Interventions 2

 B109071

G3.B5.S1 Teachers will use DEA Math to progress monitor students, plan for instruction and identify students in need of interventions. 4

 S120575

Strategy Rationale

By identifying students in need of interventions, teachers can provided opportunities for the students to review and master missing skills.

Action Step 1 5

DEA will be administered to students K-5 quarterly and teachers will review data to progress monitor and plan for instruction.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

DEA progress monitoring reports

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

DEA data reports will be reviewed quarterly.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

DEA data reports in Data Notebooks

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

DEA data reports and student progress will be monitored throughout the year.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data Notebooks

G3.B5.S2 Teachers will use High-Yield Routines during math instruction and follow the pacing guide provided by the district Vertical Math Team. 4

 S120580

Strategy Rationale

High-Yield Routines are a research based strategy to improve student understanding on math concepts.

Action Step 1 5

Teachers will use High-Yield strategies daily with students to increase understanding of math concepts.

Person Responsible

Angie Walker

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B5.S2 6

Classroom walkthroughs and observations of student math journals

Person Responsible

Angie Walker

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Walk-through logs, student math journals, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B5.S2 7

Student math scores will be progress monitored.

Person Responsible

Angie Walker

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

DEA data reports

G3.B5.S3 After school tutoring will be provided for students. 4

 S120583

Strategy Rationale

After school tutoring provides opportunity for students to get extra help with reinforcement of skills in a smaller group setting.

Action Step 1 5

Will provide after school tutoring opportunities to students in need.

Person Responsible

Angie Walker

Schedule

Weekly, from 9/29/2014 to 3/27/2015

Evidence of Completion

Attendance logs

Plan to Monitor Fidelity of Implementation of G3.B5.S3 6

Teachers will document what they are covering in lesson plans.

Person Responsible

Angie Walker

Schedule

On 3/30/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B5.S3 7

Progress monitoring checks

Person Responsible

Terry Price

Schedule

Quarterly, from 9/29/2014 to 3/30/2015

Evidence of Completion

progress monitoring reports and student grades

G3.B5.S4 Teachers will provided differentiated instruction using appropriate resources. 4

 S127103

Strategy Rationale

By differentiating instruction, students are given more opportunities to be successful based on their individualized needs.

Action Step 1 5

Teachers will use data to identify areas and providing differentiated instruction to students.

Person Responsible

Angie Walker

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and observations

Plan to Monitor Fidelity of Implementation of G3.B5.S4 6

Administration with conduct walk-through and classroom observations.

Person Responsible

Angie Walker

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk-through and observation logs

Plan to Monitor Effectiveness of Implementation of G3.B5.S4 7

Student data will be progress monitored quarterly.

Person Responsible

Terry Price

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data printouts

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
G2.B4.S1.A1	Will provide after school tutoring opportunities to students in need.	Walker, Angie	9/29/2014	Attendance logs	3/27/2015 weekly
G2.B4.S2.A1	Students who are identified as Tier 3 or ESE will participate in Fast For Word for 30 minutes daily.	Walker, Angie	9/10/2014	data from progress monitoring reports	5/29/2015 daily
G2.B4.S3.A1	Teachers will keep Data Notebooks with data from progress monitoring tools and review to identify students in need of interventions.	Walker, Angie	8/18/2014	Data Notebooks	5/29/2015 quarterly
G2.B4.S4.A1	Teachers will progress monitor student performance on WriteScore and use data to plan instruction.	Walker, Angie	8/18/2014	WriteScore data reports and lesson plans reflect instruction.	5/29/2015 semiannually
G3.B5.S3.A1	Will provide after school tutoring opportunities to students in need.	Walker, Angie	9/29/2014	Attendance logs	3/27/2015 weekly
G3.B5.S1.A1	DEA will be administered to students K-5 quarterly and teachers will review data to progress monitor and plan for instruction.	Walker, Angie	8/18/2014	DEA progress monitoring reports	5/29/2015 quarterly
G3.B5.S2.A1	Teachers will use High-Yield strategies daily with students to increase understanding of math concepts.	Walker, Angie	8/18/2014	Lesson plans	5/29/2015 daily
G1.B5.S1.A1	Teachers will call parents when students are absent for 2 consecutive days.	Walker, Angie	8/18/2014	Teacher communication logs	5/29/2015 annually
G1.B5.S3.A1	Administrators will send letters to parents of students who have more than 10 absences.	Walker, Angie	8/18/2014	Copies of letters sent	5/29/2015 annually
G1.B5.S4.A1	Teachers will hold conferences with parents of students who have more than 10 absences and invite the Guidance Counselor and Administration to attend. At the conference, an Attendance Contract will be created.	Walker, Angie	8/18/2014	Communication logs and contracts	5/29/2015 annually
G1.B5.S5.A1	Quarterly Awards Assemblies will be held and students with perfect attendance will be recognized.	Walker, Angie	8/18/2014	Awards Sheets	6/5/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S5.A1	Teachers will use research based programs and interventions for differentiated instruction.	Walker, Angie	8/18/2014	classroom observations and lesson plans	6/5/2015 weekly
G3.B5.S4.A1	Teachers will use data to identify areas and providing differentiated instruction to students.	Walker, Angie	8/18/2014	Lesson plans and observations	6/5/2015 weekly
G1.B5.S6.A1	Parents will be encouraged to attend school activities.	Walker, Angie	8/18/2014	sign in sheets	6/5/2015 quarterly
G1.B5.S5.A2	An End of the Year Awards Assembly will be held and perfect attendance for the year will be recognized.	Walker, Angie	8/18/2014	End of the Year Awards Sheet	6/5/2015 annually
G1.MA1	Attendance will be progress monitored by the Data Team.	Walker, Angie	8/18/2014	Attendance data printouts	5/29/2015 quarterly
G1.B5.S1.MA1	Attendance of students will be monitored by the Data team quarterly.	Walker, Angie	8/18/2014	Attendance print outs	5/29/2015 one-time
G1.B5.S1.MA1	Teachers will document calls in communication log and an administrator will check during walk-throughs.	Walker, Angie	8/18/2014	Walk-through logs and communication logs	5/29/2015 semiannually
G1.B5.S3.MA1	Data Team will review attendance printouts quarterly.	Walker, Angie	8/18/2014	Attendance printouts	5/29/2015 quarterly
G1.B5.S3.MA1	Data Team will review attendance reports quarterly.	Walker, Angie	8/18/2014	Attendance printouts and letters	5/29/2015 quarterly
G1.B5.S4.MA1	Data Team will monitor attendance reports quarterly.	Price, Terry	8/18/2014	Attendance reports	5/29/2015 quarterly
G1.B5.S4.MA1	Data Team will review attendance reports quarterly.	Price, Terry	8/18/2014	Attendance Data reports	5/29/2015 quarterly
G1.B5.S5.MA1	Attendance reports will be reviewed quarterly by the Data Team.	Price, Terry	8/18/2014	Attendance reports	6/5/2015 quarterly
G1.B5.S5.MA1	Attendance reports will be reviewed quarterly by the Data Team.	Walker, Angie	8/18/2014	Attendance reports	6/5/2015 quarterly
G1.B5.S6.MA1	Sign-in sheets and attendance data will be reviewed.	Harvey, Frankie	8/18/2014	Sign-in sheets and attendance data	6/5/2015 annually
G1.B5.S6.MA1	Sign-in sheets will be kept for activities as outline in the Parental Involvement Plan.	Harvey, Frankie	8/18/2014	Sign-in sheets	6/5/2015 one-time
G2.MA1	Review of formal assessments and/or progress monitoring tools	Walker, Angie	8/18/2014	Formal assessments, progress monitoring tools and Rtl participant sign-in sheet	5/29/2015 quarterly
G2.B4.S1.MA1	Progress monitoring checks	Price, Terry	9/29/2014	progress monitoring reports and student grades	3/30/2015 quarterly
G2.B4.S1.MA1	Teachers will document what they are covering in lesson plans.	Walker, Angie	9/29/2014	Lesson plans	3/30/2015 one-time
G2.B4.S2.MA1	Progress monitoring of students receiving Fast For Word interventions.	Price, Terry	9/10/2014	data reports	5/29/2015 one-time
G2.B4.S2.MA1	Review progress monitoring data from Fast For Word	Price, Terry	9/10/2014	data reports	5/29/2015 quarterly
G2.B4.S3.MA1	Students identified through progress monitoring will receive interventions.	Walker, Angie	8/18/2014	Students signed up for Rtl, teacher lesson plans will reflect interventions	5/29/2015 annually
G2.B4.S3.MA1	Mrs. Walker will conduct walk-through observations to review data notebooks.	Walker, Angie	8/18/2014	Observation walk-through logs	5/29/2015 annually
G2.B4.S4.MA1	WriteScore progress monitoring data will be reviewed.	Price, Terry	8/18/2014	WriteScore data reports	5/29/2015 semiannually
G2.B4.S4.MA1	Progress monitoring reports for WriteScore will be reviewed.	Price, Terry	8/18/2014	WriteScore reports and lesson plans	5/29/2015 semiannually
G2.B4.S5.MA1	Data from progress monitoring assessments will be reviewed quarterly.	Price, Terry	8/18/2014	Data printouts	6/5/2015 quarterly
G2.B4.S5.MA1	Administration will conduct classroom walk-through and formal observations.	Walker, Angie	8/18/2014	Walk-through and observation logs	6/5/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Review progress monitoring data throughout the school year.	Walker, Angie	8/18/2014	data team minutes, reports from progress monitoring tools	5/29/2015 quarterly
G3.B5.S1.MA1	DEA data reports and student progress will be monitored throughout the year.	Walker, Angie	8/18/2014	Data Notebooks	5/29/2015 quarterly
G3.B5.S1.MA1	DEA data reports will be reviewed quarterly.	Walker, Angie	8/18/2014	DEA data reports in Data Notebooks	5/29/2015 quarterly
G3.B5.S2.MA1	Student math scores will be progress monitored.	Walker, Angie	8/18/2014	DEA data reports	5/29/2015 quarterly
G3.B5.S2.MA1	Classroom walkthroughs and observations of student math journals	Walker, Angie	8/18/2014	Walk-through logs, student math journals, lesson plans	5/29/2015 semiannually
G3.B5.S3.MA1	Progress monitoring checks	Price, Terry	9/29/2014	progress monitoring reports and student grades	3/30/2015 quarterly
G3.B5.S3.MA1	Teachers will document what they are covering in lesson plans.	Walker, Angie	9/29/2014	Lesson plans	3/30/2015 one-time
G3.B5.S4.MA1	Student data will be progress monitored quarterly.	Price, Terry	8/18/2014	Data printouts	6/5/2015 quarterly
G3.B5.S4.MA1	Administration with conduct walk-through and classroom observations.	Walker, Angie	8/18/2014	Walk-through and observation logs	6/5/2015 semiannually

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 Opportunities

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

G2. Increase total student proficiency in English Language Arts to 79% on Florida Standards Assessment.

G2.B4 Early Interventions

G2.B4.S4 Use WriteScore to increase student proficiency in writing.

PD Opportunity 1

Teachers will progress monitor student performance on WriteScore and use data to plan instruction.

Facilitator

Dr. Orapollo

Participants

Selected grade levels

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

G2.B4.S5 Teachers will use research based programs to create differentiated, targeted instruction.

PD Opportunity 1

Teachers will use research based programs and interventions for differentiated instruction.

Facilitator

Various (Daily 5 and Cafe, Kagan Cooperative Learning, LDC module development)

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G3. Increase percentage of total number of students showing proficiency in math to 75% on the Florida Standards Assessment.

G3.B5 Early Interventions

G3.B5.S1 Teachers will use DEA Math to progress monitor students, plan for instruction and identify students in need of interventions.

PD Opportunity 1

DEA will be administered to students K-5 quarterly and teachers will review data to progress monitor and plan for instruction.

Facilitator

Terry Price

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G3.B5.S2 Teachers will use High-Yield Routines during math instruction and follow the pacing guide provided by the district Vertical Math Team.

PD Opportunity 1

Teachers will use High-Yield strategies daily with students to increase understanding of math concepts.

Facilitator

Beth Mims

Participants

Vertical Math Team

Schedule

Daily, from 8/18/2014 to 5/29/2015

G3.B5.S4 Teachers will provided differentiated instruction using appropriate resources.

PD Opportunity 1

Teachers will use data to identify areas and providing differentiated instruction to students.

Facilitator

Mrs. Saunders

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

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: Decrease number of students who have less than 90% attendance from 66 students to 55.	4,700
Goal 2: Increase total student proficiency in English Language Arts to 79% on Florida Standards Assessment.	17,350
Goal 3: Increase percentage of total number of students showing proficiency in math to 75% on the Florida Standards Assessment.	5,450
Grand Total	27,500

Goal 1: Decrease number of students who have less than 90% attendance from 66 students to 55.

Description	Source	Total
B5.S5.A1 - Attendance ribbons	General Fund	1,500
B5.S5.A2 - Attendance medals	General Fund	1,000
B5.S6.A1 - Parent involvement activities	Title I Part A	2,200
Total Goal 1		4,700

Goal 2: Increase total student proficiency in English Language Arts to 79% on Florida Standards Assessment.

Description	Source	Total
B4.S1.A1 - Afterschool tutoring	Title I Part A	3,450
B4.S3.A1 - Materials for Student Data Notebooks	General Fund	500
B4.S5.A1 - Technology	School Improvement Funds	2,000
B4.S5.A1 - Professional Development: Daily 5	Other	4,000
B4.S5.A1 - Discovery Education, Tumbleweed, Brainpop, Brainpopjr, Social Studies Weekly, Books, technology	Title I Part A	7,400
Total Goal 2		17,350

Goal 3: Increase percentage of total number of students showing proficiency in math to 75% on the Florida Standards Assessment.

Description	Source	Total
B5.S3.A1 - Afterschool tutoring	Title I Part A	3,450
B5.S4.A1 - Technology	School Improvement Funds	2,000
Total Goal 3		5,450