

Washington Elementary Magnet School



2014-15 School Improvement Plan

Washington Elementary Magnet School

1709 W 30TH ST, Riviera Beach, FL 33404

www.edline.net/pages/washingtonelementaryschool

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
95%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach 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>.

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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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Washington Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Washington Elementary School Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(42) and S.B. Policy 2.09 (8) (b), as appropriate grade levels, including but not limited to:

- a) History of Holocaust,
- b) History of Africans and African Americans,
- c) Hispanic Contributions,
- d) Women's Contributions
- e) Sacrifices of Veterans.
- f) Ensure that relationship-building is a clear priority;
- g) Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- h) Provide professional development to staff on increasing positive interactions with students;

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

Washington Elementary creates an environment where student feel safe through:

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

Washington Elementary school-wide behavioral system that aids in minimizing distractions to keep students engaged during instruction are:

- Setting universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensuring teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;

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

Washington Elementary ensures the social-emotional and emotional needs of all students are being met through:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);

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

Washington's Early Warning Indicator's:

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

Intervention strategies used by Washington Elementary include

- Reading Plus, Reading A-Z, SAI , iii, Tutorials, LLI, Wilson, V-Math. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

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/188917>.

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

Washington Elementary continually seeks partnerships such as business and community. A few of our current partners are Lost Tress Foundation, Sam's club, McDonald's, and Bridges. These business and community partners come to School meetings/functions to keep the parents abreast on the ways they help support the school and build student achievement.

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
Edwards, Sandra	Principal
Jakob, Linda	Assistant Principal
Grove, Rachel	Instructional Coach
Jeffrey, Michelle	Instructional Coach
Russell, BRYAN	Teacher, ESE

Duties

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

The leadership team members:

- Assists the principal in making decisions to govern the school (shared decision making)
- Ensures a focus on learning and continuous improvement
- Guides the work of the collaborative teams
- Supports and monitors the work of the collaborative teams
- Serves as the steward of the school’s mission, vision, core values (commitments)
- Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school’s stated goals
- Identifies gaps in performance or processes and plans for their improvement
- Aligns school’s work with the district and classroom

Washington Elementary team include a literacy leader from each grade level, a reading coach, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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

Teachers met with Administration, SBT Coordinator, Reading Coaches, and Math Coach to review and discuss expectations for the daily schedule to include an uninterrupted 90 minute Reading Block where Balanced Literacy (Shared Reading, Interactive Read Aloud, Guided/Strategy Groups, Oral Language, iii time, etc) and the extended learning time requirements are evident. Administrators monitor the fidelity of Tier 1, 2, and 3 instruction daily through the utilization of i-observation (classroomwalkthroughs, formal and informal observations). Coaches monitor Tier 1, 2, and 3 instruction through classroom Walkthroughs, weekly planning with subject areas and the implementation of the coaching model. Administration, SBTCoordinator and members monitor student progress during LTM's and School Based Team Meetings. To monitor the fidelity and progress of students regarding their goal, teachers have bi-weekly data chats with Administration regarding weekly assessments and behavior concerns, etc. This is also monitored by the School Based Team. The SBT meets every other weeks. Participants are invited on an as needed basis or concurrently with interventions.

Title 1 services and materials are provided to ensure that students requiring additional remediation are assisted through a variety of tutorial/intervention opportunities. Resource teachers and materials are provided to supplement classroom instruction. Parent involvement is encouraged and monitored

through a variety of methods such as sign in sheets, VIPS, and surveys. Parent activities include : OPEN House, Title Annual Meeting, Bring Your Parent to Breakfast, Bring your Parent to School, Donuts for Dads, Muffins for Mom, ect. Professional Development activities will include workshops for staff dealing with academic intervention strategies/programs, Engaging Parents, Schoolwide Positive Behavior Support Programs, ect.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating these expectations to parents via student handbook, and monitoring SWPBS through data. We update our action plans during learning team meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, Character Counts, and implementation of SWPBS programs. Our retained third graders, level 1 second and third grade students will receive Supplemental Academic Instructional by our SAI teacher daily.

Volunteers and Business Partners/Community Involvement are encouraged at the school. Florida Department of Health provides all our second grade with a "Mobile Dental Sealant Program" and Kindergarten, first and third grade students with vision and hearing screenings. Washington also helps families seek outside sources such as Bridges at Riviera Beach, Multicultural Community Mental Health Center and through the Migrant Homeless Liaison. These liaisons coordinate with the Title 1 and other programs to ensure students' needs are being met. Services are provided through the District for education materials and ELL district support services in order to improve the education of students who do not have English as their primary language. The schools' ELL Contact work closely with the district to provide appropriate support for ELL students and families.

The district provides guidance and materials for students attending the school under McKinney-Vento Act. This provides students with a free and appropriate education. The school works and to assist students who register at the school under the "Homeless" designation. Staff development for teachers is provided to enable teachers to be more understanding of these students and provide a better education for them.

Head Start will be provided through a Voluntary Pre K (VPK) program. The State and District approved curriculum will be followed.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sandra Edwards	Student
Sandra Edwards	Principal
Barbara Thomas	Parent
Jeremy Cash	Parent
Terri Ferguson	Business/Community
Annie Myrick	Education Support Employee
Melissa Calhoun	Parent
Paula Brown	Parent
Grace Jackson	Parent
Battista Pickens	Parent
Elizama Raymundo	Parent
Sparkle S. Saulter	Parent
Elcana Southall	Parent
Bryan Russell	Teacher

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

Evaluation of last's year's school improvement.
 SAC will meet monthly to discuss the school policies, procedures, data and events. SAC will work with the school to implement the improvement plan by monitoring student progress on performance assessments: which will be presented to the SAC in October and January. SAC will also approve funding requests that support the goals listed in the SIP.

Development of this school improvement plan

During the first Student Advisory Council meeting, the School Improvement Plan (SIP) will be presented for input and/or revisions. A presentation will be given at the October SAC meeting regarding the changes to this year's (SIP) as well as the school's data. At this SIP meeting, the parental involvement goal will be established and the academic goals for the year will be discussed.

Preparation of the school's annual budget and plan

Monies will be spent on programs and projects elected by the School Advisory Council (SAC) based on students needs.

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

- tutorial
- supplies
- student incentives
- coach
- para-professional
- Technology

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

No

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
Cooper, Lakeshia	Teacher, K-12
Cournoyer, Jennifer	Teacher, K-12
Edwards, Sandra	Principal
Groover, Kathy	Instructional Media
Jakob, Linda	Assistant Principal
Jeffrey, Michelle	Instructional Coach
Grove, Rachel	Instructional Coach
Mohamed, cheryl	Teacher, K-12
Norris, Joann	Teacher, K-12
Russell, BRYAN	Teacher, ESE
Perez, Gladys	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The function of the Literacy Leadership Team (LLT) is to create a shared literacy vision that is clear and shaped by the school's data. The team will work to determine the vision and implement a plan where each team member will bring specific expertise to building the culture of literacy in the school. The team will also provide opportunities for ongoing professional development for all stakeholders. The LLT will train teachers to effectively follow instructional pacing guides that are aligned to the standards.

The emphasis will be placed on building a strong foundation of literacy in Pre-K- 5. Additional emphasis will be placed on diagnosing literacy deficiencies in all grades.

A third major initiative will diagnose literacy deficits in K-5 grade to implement academic strategies aimed at reducing those deficits. This initiative will provide all students with enrichment and instruction at will help increase proficiency. This year we will continue having our after school and Saturday tutorial sessions, which we expect to begin earlier this year.

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

One venue encouraging positive working relationships with teachers at Washington is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and

instruction is modified as needed based on decisions made through collaboration. Grade level teachers meet monthly and are also provided half a day to collaborate for effective instruction. Additional professional development is provided through: Marzano training, Marzano Demonstration School of Rigor, ESP, Literacy and Mathematics chorot meetings, and monthly common planning meetings.

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

Mentoring professional development-peer teacher
Teacher supplements for tutorial-School Administrator
Teacher to teacher mentoring- Grade Chairs
Subject based professional development throughout the school year-School & District Professional Development Team
Utilization of coaches as a constant classroom supporter-Reading Coach, Math Coach
Positive work environment supported by the Sunshine Committee-School Sunshine Committee/School Admin.
Keep a safe and clean working environment- School Sunshine Committee
Encourage School Wide Appropriate Behavior-School Wide Positive Behavior Team

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

A plan has been developed to support beginning teachers new to Washington Elementary. Activities include but are not limited to:
Completing the District Educator Support Program (ESP)
Modeling lesson delivery by both Reading and Math Coach as needed.
Two demonstration classroom for observation purposes (Primary and Intermediate)
Participate in district and school based professional development
Justine Bettag (new teacher) is assigned to mentor Jennifer Cournoyer. The rationale for this pairing is because J.C. has excellent instructional, classroom management, and organizational skills.
Joann Norris (new teacher) is assigned to mentor Sandra Oliver. The rationale for this pairing is S.C. has experience working with the Professional Development Team and haws an extensive background in curriculum.
Sharena Hayes (new teacher) is assigned to mentor. Elvia Negri and Madalyn Jenkins The rationale for this pairing is E.N. and M.J. have excellent classroom management skills and are knowledgeable about the curriculum and instructional strategies.

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

Washington Elementary school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.
Our school also particiaptes in monthly cohort meetings with other schools discussing the units in reading, wirting and math.

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

Washington Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by:

Analyzing student data and comparing it to the expectations found in the Florida Standards during LTM's Common Planning,

Monthly Grade Literacy Planning Cycles

Providing weekly Area 4 Common Planning for Math

A balanced literacy approach that includes whole group, differentiated small groups, and one to one instruction.

Creating a master schedule that includes an uninterrupted 90 minutes reading block.

Providing Immediate Intensive Instruction (iii) and Leveled Literacy Instruction (LLI) when needed.

Students selecting texts based on Reading Running Record (RRR) Levels

Using the Gradual Release process to modify small group instruction in Math.

Students receiving push in/pull out services by ESE and ELL when needed.

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: 4,080

Washington's after school programming offers a Literacy Enrichment opportunity to those students participating in the program two times a week for 60 minutes per each session.

Strategy Rationale

Washington overall proficiency level in Reading was 47%.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jeffrey, Michelle, michelle.jeffrey.2@palmbeachschools.org

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

Data is collected and analyzed to determine the effectiveness of this strategy by completing ongoing Reading Running Records with all students, utilizing observations, teacher keeping anecdotal records of student progress, analyzing diagnostic testing and standardized testing.

Strategy: Weekend Program

Minutes added to school year: 2,700

Instructional staff provides three hours of additional core academic instruction in reading, math, writing, and science. Teacher utilize research based strategies and materials to supplement instruction beyond the regular school hours

Strategy Rationale

To raise proficiency levels for reading, math and sciences.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jakob, Linda, linda.jakob@palmbeachschools.org

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

Data is collected and analyzed to determine the effectiveness of this strategy by using pre-assessments and post-assessments for the tutorial, as well as periodic benchmark assessments to determine effectiveness of the lesson and to drive further lessons.

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 strategies for assisting preschool children in transition from early childhood programs to local elementary school programs include the administration of the statewide kindergarten screening tool to determine readiness. A pre-kindergarten transition meeting is held in May inviting all of the local child day care and Voluntary Pro-Kindergarten sites in the area to visit Washington Elementary. A Kindergarten Round-Up program in May is held to prepare students for Kindergarten expectations and procedures. Washington Elementary encourages early Kindergarten registration at the Kindergarten registration at the Kindergarten Round-Up program and explains the necessary documents for registration. The Kindergarten parents and students are invited to Open house/ Curriculum Night and Meet the Teacher, which are both held in August.

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

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.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through all content areas.
- G2.** Through the use of technology, both at home and school, students will connect real world information and concepts through the use of critical thinking in the area of mathematics.

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. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through all content areas. 1a

G040884

Targets Supported 1b

Indicator	Annual Target
	48.0

Resources Available to Support the Goal 2

- Instructional Strategies in the General Education classroom including inclusion, as well as in Fine Arts classes, before and after school tutorial, and Saturday tutorial.
- Student Scheduling of regular, ESE, and ESOL classes
- Assessment Practices both written and computer based
- Teachers' knowledge and skills of content in the appropriate grade level
- Parental Involvement in community and school events including SAC, PTO, and other community events
- Student Motivation from School-wide Positive Behavior Support
- Single School Culture for Academics and Behavior including classroom management and school-wide management, as well as Learning Team Meetings and Common Planning
- The alignment of instruction with LAFS and MAFS
- Multi-Tiered Systems of Support including Response to Intervention, School-Based Team, and Child Study Team
- Reading Coach and Math Coach to Support Instruction
- Ongoing Professional Development through Marzano Demonstration School of Rigor training
- Collaboration with Programs and agencies to assist with students' needs such as SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, DCF, etc...
- Utilization of services and agencies to promote business and community involvement.
- Coordination of services through grant monies like the School Improvement Plan with the use of technology and extra staff resources
- Community Resource Person

Targeted Barriers to Achieving the Goal 3

- Students reading below and significantly below grade level
- Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships.
- *New curriculum and State assessment.

Plan to Monitor Progress Toward G1. 8

Analyze student growth towards increased reading comprehension through informal and formal assessment practices.

Person Responsible

Michelle Jeffrey

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Reading Running Records, Leveled Literacy Intervention, EDW/Performane Matters, Diagnostic Testing, Classroom Assessments, FSA, Student Portfolios, Teacher Observations via IPAD)

G2. Through the use of technology, both at home and school, students will connect real world information and concepts through the use of critical thinking in the area of mathematics. 1a

G040886

Targets Supported 1b

Indicator	Annual Target
	61.0

Resources Available to Support the Goal 2

- Think Central;
- Gizmos
- Destination Math
- V Math

Targeted Barriers to Achieving the Goal 3

- New Mathematics Curriculum and Standards
- Students do not know basic math computation skills
- Differentiated instruction

Plan to Monitor Progress Toward G2. 8

Bi-weekly assessments; classroom graphs; lesson plans

Person Responsible

Linda Jakob

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Math unit assessments; iobservations; walk-throughs; secondary benchmark calendars

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. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through all content areas. **1**

 G040884

G1.B1 • Students reading below and significantly below grade level **2**

 B099162

G1.B1.S1 Reading will be incorporated into all content and fine arts areas of the curriculum. **4**

 S110447

Strategy Rationale

Students will be exposed to content rich text in both fiction and nonfiction while being exposed to a more rigorous foundation of reading strategies in order to increase comprehension.

Action Step 1 **5**

Reading strategies will be implemented in all content areas

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Student Work and Test Scores, observations

Action Step 2 5

Trainings

Person Responsible

Sandra Edwards

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

agenda, TDE's, eLearning

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

Through formal and informal assessment practices as well as administrative walk throughs. Monitoring can also be accomplished through LTM discussions.

Person Responsible

Michelle Jeffrey

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Fountas and Pinnell Reading Running Record assessemnt system, Leveled Literacy Intervention data, Student Portfolios, Performance Matters data and observation

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

Through formal and informal assessment practices as well as administrative walk throughs. Monitoring can also be accomplished through LTM discussions.

Person Responsible

Linda Jakob

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Secondary benchmark calendar, lesson plans, reading data on EDW/Performance Matters, classroom walk-throughs (IPAD)

G1.B1.S2 Sadlier Oxford vocabulary curriculum 4

S121711

Strategy Rationale

Sadlier Oxford vocabulary curriculum will increase overall student comprehension while increasing students' vocabulary bank.

Action Step 1 5

Utilization of Sadlier Oxford materials in grades 3-5.

Person Responsible

Michelle Jeffrey

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly less plans, walk throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Through teacher lesson plans and classroom walk throughs monitoring for the word of the day

Person Responsible

Michelle Jeffrey

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and unit vocabulary assesement

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Reading coach support along with classroom walk throughs

Person Responsible

Michelle Jeffrey

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data chats, writing samples, increased overall comprehension and vocabulary scores through FCAT Explorer

G1.B1.S3 After school and Saturday Tutorial 4

 S124133

Strategy Rationale

Expose students additional reading opportunities

Action Step 1 5

After school and Saturday tutorial

Person Responsible

Linda Jakob

Schedule

Weekly, from 10/7/2014 to 4/4/2015

Evidence of Completion

Attendance, lesson plans

G1.B2 •Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships. 2

 B099163

G1.B2.S1 Communicate with parents strategies, activities, and daily homework assignments in order to increase reading comprehension throughout all content areas. 4

 S110448

Strategy Rationale

Student achievement

Action Step 1 5

Purchase agendas/planners to establish and/or increase home/school communication between teachers and parents.

Person Responsible

Schedule

Evidence of Completion

Parent signatures in agendas and increased reading achievement. Sign in sheets at various school events.

Action Step 2 5

Increase Parental Involvement and provide parent trainings

Person Responsible

Schedule

Evidence of Completion

Meeting agendas, sign in sheet, survey's

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B3 *New curriculum and State assessment. 2

 B112724

G1.B3.S1 Increase rigor through professional development to meet to the requirements of the new state standards. 4

 S124119

Strategy Rationale

Through professional development students can meet the goals of the new standards.

Action Step 1 5

Through professional development, learning team meetings, and monthly common planning time.

Person Responsible

Michelle Jeffrey

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agenda, Attendance, lesson plans, student assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walk throughs (Marzano Learning Map)), performance matters, student assessment portfolios,

Person Responsible

Linda Jakob

Schedule

Biweekly, from 8/5/2014 to 6/4/2015

Evidence of Completion

Marzano Addressing Content Frequency for teacher evaluations, student assessments, performance matters report

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walk throughs (Marzano Learning Map)), performance matters, student assessment portfolios,

Person Responsible

Sandra Edwards

Schedule

Monthly, from 8/5/2014 to 6/4/2015

Evidence of Completion

Marzano Addressing Content Frequency for teacher evaluations, student assessments, performance matters report

G2. Through the use of technology, both at home and school, students will connect real world information and concepts through the use of critical thinking in the area of mathematics. 1

G040886

G2.B1 New Mathematics Curriculum and Standards 2

B099166

G2.B1.S1 Provide time for learning the new MAFS curriculum through collaborative planning, Learning Team Meetings, and Professional Development. 4

S110453

Strategy Rationale

increase knowledge so that teachers can effectively implement the new standards.

Action Step 1 5

Analyze Data and unpack standards. Develop plan of instruction and implement instruction.

Person Responsible

Rachel Grove

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Achievement (informal/formal assessment), Classroom Walk throughs, i-Observation, Professional Development Follow-up activities.

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

Collaborative meeting notes, Item Analysis, Lesson Plans, Agendas from Professional Development.

Person Responsible

Rachel Grove

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common Assessments, Scales and tracking of student success, item analysis.

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

Data analysis and feedback from Common Planning Meetings, Backwards Design Implementation of Marzano's Effective Teaching Strategies, informal and formal assessments.

Person Responsible

Linda Jakob

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Scales and tracking of student success, common assessments, item analysis, and lesson plans.

G2.B2 Students do not know basic math computation skills 2

 B099167

G2.B2.S1 Implement "basic skills" drill between grade levels. 4

 S110454

Strategy Rationale

To increase automaticity of basic computational mathematics skills

Action Step 1 5

Supply students with basic skills flash cards, and use of technology for basic skills practice.

Person Responsible

Rachel Grove

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Scheduled basic skills drill competition dates, student achievement on basic skills assessments.

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

Increase in student data, and positive student participation during drills.

Person Responsible

Rachel Grove

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Item analysis, students' graphs of basic skill knowledge, increased student participation and confidence during competition, computer generated reports,

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

Basic skills assessments, item analysis, diagnostic data.

Person Responsible

Linda Jakob

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment data, bi-weekly assessments, Item analysis, student graphs.

G2.B3 Differentiated instruction 2

B099168

G2.B3.S1 Teachers will analyze data to appropriately group students for small group instruction. 4

S110455

Strategy Rationale

To ensure differentiated instruction to meet individual student needs.

Action Step 1 5

Develop an item analysis, action plan, and provide flexible grouping.

Person Responsible

Rachel Grove

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Scales, diagnostic data, bi-weekly assessments, established iii/enrichment grouping

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

Collaborative meeting notes, Item Analysis, Flexible grouping schedule, Lesson Plans, Professional Development

Person Responsible

Rachel Grove

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increase student achievement, i-Observation, classroom walk throughs, differentiation of lesson plans. professional development.

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

Evidence of flexible small group instruction through increased levels on benchmark assessments.

Person Responsible

Linda Jakob

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased scores on weekly benchmark assessments, walk throughs, flexible grouping charts.

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
G1.B1.S1.A1	Reading strategies will be implemented in all content areas		8/18/2014	Lesson Plans, Student Work and Test Scores, observations	6/4/2015 daily
G1.B2.S1.A1	Purchase agendas/planners to establish and/or increase home/school communication between teachers and parents.		Parent signatures in agendas and increased reading achievement. Sign in sheets at various school events.	once	
G2.B1.S1.A1	Analyze Data and unpack standards. Develop plan of instruction and implement instruction.	Grove, Rachel	8/18/2014	Student Achievement (informal/formal assessment), Classroom Walk throughs, i-Observation, Professional Development Follow-up activities.	6/4/2015 weekly
G2.B2.S1.A1	Supply students with basic skills flash cards, and use of technology for basic skills practice.	Grove, Rachel	8/18/2014	Scheduled basic skills drill competition dates, student achievement on basic skills assessments.	6/4/2015 daily
G2.B3.S1.A1	Develop an item analysis, action plan, and provide flexible grouping.	Grove, Rachel	8/18/2014	Scales, diagnostic data, bi-weekly assessments, established iii/enrichment grouping	6/4/2015 weekly
G1.B1.S2.A1	Utilization of Sadlier Oxford materials in grades 3-5.	Jeffrey, Michelle	8/18/2014	Weekly less plans, walk throughs	6/4/2015 daily
G1.B3.S1.A1	Through professional development, learning team meetings, and monthly common planning time.	Jeffrey, Michelle	8/18/2014	Agenda, Attendance, lesson plans, student assessments	6/4/2015 weekly
G1.B1.S3.A1	After school and Saturday tutorial	Jakob, Linda	10/7/2014	Attendance, lesson plans	4/4/2015 weekly
G1.B1.S1.A2	Trainings	Edwards, Sandra	8/18/2014	agenda, TDE's, eLearning	6/4/2015 weekly
G1.B2.S1.A2	Increase Parental Involvement and provide parent trainings		Meeting agendas, sign in sheet, survey's	once	

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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
G1.MA1	Analyze student growth towards increased reading comprehension through informal and formal assessment practices.	Jeffrey, Michelle	8/18/2014	Reading Running Records, Leveled Literacy Intervention, EDW/Performane Matters, Diagnostic Testing, Classroom Assessments, FSA, Student Portfolios, Teacher Observations via IPAD)	6/4/2015 weekly
G1.B1.S1.MA1	Through formal and informal assessment practices as well as administrative walk throughs. Monitoring can also be accomplished through LTM discussions.	Jakob, Linda	8/18/2014	Secondary benchmark calendar, lesson plans, reading data on EDW/ Performance Matters, classroom walk-throughs (IPAD)	6/4/2015 weekly
G1.B1.S1.MA1	Through formal and informal assessment practices as well as administrative walk throughs. Monitoring can also be accomplished through LTM discussions.	Jeffrey, Michelle	8/18/2014	Fountas and Pinnell Reading Running Record assesemnt system, Leveled Literacy Intervention data, Student Portfolios, Performance Matters data and observation	6/4/2015 weekly
G1.B2.S1.MA1	[no content entered]			once	
G1.B2.S1.MA1	[no content entered]			once	
G1.B3.S1.MA1	Classroom walk throughs (Marzano Learning Map)), performance matters, student assessment portfolios,	Edwards, Sandra	8/5/2014	Marzano Addressing Content Frequency for teacher evaluations, student assessments, performance matters report	6/4/2015 monthly
G1.B3.S1.MA1	Classroom walk throughs (Marzano Learning Map)), performance matters, student assessment portfolios,	Jakob, Linda	8/5/2014	Marzano Addressing Content Frequency for teacher evaluations, student assessments, performance matters report	6/4/2015 biweekly
G1.B1.S2.MA1	Reading coach support along with classroom walk throughs	Jeffrey, Michelle	8/18/2014	Data chats, writing samples, increased overall comprehension and vocabulary scores through FCAT Explorer	6/4/2015 weekly
G1.B1.S2.MA1	Through teacher lesson plans and classroom walk throughs monitoring for the word of the day	Jeffrey, Michelle	8/18/2014	Lesson plans and unit vocabulary assesment	6/4/2015 daily
G2.MA1	Bi-weekly assessments; classroom graphs; lesson plans	Jakob, Linda	8/18/2014	Math unit assessments; iobservations; walk-throughs; secondary benchmark calendars	6/4/2015 weekly
G2.B1.S1.MA1	Data analysis and feedback from Common Planning Meetings, Backwards Design Implementation of Marzano's Effective Teaching Strategies, informal and formal assessments.	Jakob, Linda	8/18/2014	Scales and tracking of student success, common assessments, item analysis, and lesson plans.	6/4/2015 weekly
G2.B1.S1.MA1	Collaborative meeting notes, Item Analysis, Lesson Plans, Agendas from Professional Development.	Grove, Rachel	8/18/2014	Common Assessments, Scales and tracking of student success, item analysis.	6/4/2015 weekly
G2.B2.S1.MA1	Basic skills assessments, item analysis, diagnostic data.	Jakob, Linda	8/18/2014	Assessment data, bi-weekly assessments, Item analysis, student graphs.	6/4/2015 weekly
G2.B2.S1.MA1	Increase in student data, and positive student participation during drills.	Grove, Rachel	8/18/2014	Item analysis, students' graphs of basic skill knowledge, increased student participation and confidence during competition, computer generated reports,	6/4/2015 daily
G2.B3.S1.MA1	Evidence of flexible small group instruction through increased levels on benchmark assessments.	Jakob, Linda	8/18/2014	Increased scores on weekly benchmark assessments, walk throughs, flexible grouping charts.	6/4/2015 weekly
G2.B3.S1.MA1	Collaborative meeting notes, Item Analysis, Flexible grouping schedule, Lesson Plans, Professional Development	Grove, Rachel	8/18/2014	Increase student achievement, i-Observation, classroom walk throughs, differentiation of lesson plans. professional development.	6/4/2015 weekly

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.

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through all content areas.

G1.B1 • Students reading below and significantly below grade level

G1.B1.S1 Reading will be incorporated into all content and fine arts areas of the curriculum.

PD Opportunity 1

Reading strategies will be implemented in all content areas

Facilitator

Administrations, Learning Team Facilitator, Reading/Math Coach, Marzano coach

Participants

All staff

Schedule

Daily, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Trainings

Facilitator

Training facilitator

Participants

Administration and staff

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G1.B3 *New curriculum and State assessment.

G1.B3.S1 Increase rigor through professional development to meet to the requirements of the new state standards.

PD Opportunity 1

Through professional development, learning team meetings, and monthly common planning time.

Facilitator

PDD team, Learning Science International Consultants, Administration

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G2. Through the use of technology, both at home and school, students will connect real world information and concepts through the use of critical thinking in the area of mathematics.

G2.B1 New Mathematics Curriculum and Standards

G2.B1.S1 Provide time for learning the new MAFS curriculum through collaborative planing, Learning Team Meetings, and Professional Development.

PD Opportunity 1

Analyze Data and unpack standards. Develop plan of instruction and implement instruction.

Facilitator

Learning Team Facilitator, Professional Development Team, Administration

Participants

K-5 Teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G2.B2 Students do not know basic math computation skills

G2.B2.S1 Implement "basic skills" drill between grade levels.

PD Opportunity 1

Supply students with basic skills flash cards, and use of technology for basic skills practice.

Facilitator

Professional Development Team and Math Coach

Participants

Math Teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G2.B3 Differentiated instruction

G2.B3.S1 Teachers will analyze data to appropriately group students for small group instruction.

PD Opportunity 1

Develop an item analysis, action plan, and provide flexible grouping.

Facilitator

Professional Development Team, Math Coach, and Staff Developers

Participants

Math Teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

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: Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through all content areas.	64,786
Goal 2: Through the use of technology, both at home and school, students will connect real world information and concepts through the use of critical thinking in the area of mathematics.	74,382
Grand Total	139,168

Goal 1: Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through all content areas.

Description	Source	Total
B1.S1.A1 - Supplies and books	Title I Part A	3,203
B1.S1.A1 - Computer software for remediation (Reading Plus, Reading A-Z)	Title I Part A	4,100
B1.S1.A2 - Out of the County Professional Development	Title I Part A	3,000
B1.S2.A1 - Sadlers	Title I Part A	2,000
B1.S3.A1 - tutorial	General Fund	10,670
B2.S1.A1 - Agendas	Title I Part A	2,000
B2.S1.A2 - Notes	Title II	2,129
B2.S1.A2 - Notes		0
B2.S1.A2 - parent liason	Title I Part A	24,684
B2.S1.A2 - supplies		4,000
B3.S1.A1 - Staff development	Title I Part A	3,000
B3.S1.A1 - Out of County Professional Development	Title I Part A	3,000
B3.S1.A1 - Apple Lap-tops for training	Title I Part A	3,000
Total Goal 1		64,786

Goal 2: Through the use of technology, both at home and school, students will connect real world information and concepts through the use of critical thinking in the area of mathematics.

Description	Source	Total
B1.S1.A1 - Math Coach	Title I Part A	65,879
B2.S1.A1 - V-Math Computer program	Title I Part A	3,500
B3.S1.A1 - Supplies	Title I Part A	5,003
Total Goal 2		74,382