

Leesburg Elementary School

2229 SOUTH ST, Leesburg, FL 34748

<http://lake.k12.fl.us/les>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
85%

Alternative/ESE Center
No

Charter School
No

Minority
54%

School Grades History

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

School Board Approval

This plan is pending approval by the Lake 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
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Leesburg Elementary school is to provide opportunities for students to achieve their best both academically and socially, while becoming productive members of society.

Provide the school's vision statement

Eagles, Soaring to A+chievement

School Environment

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

This year, teachers will receive professional development in building a school family. Teachers will be provided the opportunity to learn and practice research-based strategies for building connections, establishing school family rituals, and creating a safe learning environment. These activities will also ask teachers and students to explore their cultural identification. Cultural awareness programs like Culture in the Classroom help teachers identify potential bias in the curriculum and they also help teachers gain strategies for engaging their diverse population.

Additional professional development goals will be aimed at creating a learning culture through collaborative structures. A learning culture grounded in inquiry allows individuals to construct meaning based on their individual background, while also experiencing the values and backgrounds of classmates. Collaboration exposes students to different ways of thinking that will challenge or support their own.

Interaction between the family and school provides opportunities to gain knowledge about the cultures represented throughout the school. Our parent involvement plan includes a variety of academic and non-academic family nights that offer parents and staff a chance to engage and build relationships.

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

Every morning our students are greeted by one of the two administrators and welcomed on campus with positive words of encouragement. Supervision is spread throughout the campus, so there is always an adult in view of students. During the school day, students are escorted by an adult when transitioning to lunch and specials. If a student needs to go to the office, media center, or the nurse, he/she is escorted by another student. Should a classroom disruption arise in which the teacher needs assistance, the teacher contacts an administrator, and a member of the leadership team responds quickly. Students are always treated with respect and given an opportunity to correct their behavior and return to the classroom when appropriate. At the end of the school day, all students are escorted to their dismissal zone by an adult and supervised until their mode of transportation arrives.

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

Teachers implement their classroom rules and expectations and consequences when necessary. If a student becomes disruptive to the point that warrants removal, the teacher contacts administration and a member of the school's leadership team responds to the classroom immediately. The student is removed and works with the team member to resolve the issue. When the student is ready, the team member walks the student back to the classroom. Should the student need removal again, the student is placed in the alternative room, parents are contacted, and the appropriate number of hours equaling missed instructional time are assigned for the student to make up in the upcoming Saturday School.

All teachers receive professional development in classroom management strategies, and follow up training is provided for those who need additional support.

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

When necessary, teachers write a guidance referral for students who have specific social-emotional needs. The guidance counselor provides support for the student and seeks additional help when needed. Leesburg Elementary also has a mentor teacher who arranges and trains mentors who come to the campus to assist students. Guidance and administration work with the school's social worker to provide support for parents of students when appropriate.

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/183033>.

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

Leesburg Elementary builds and sustains partnerships with the local community and its members in a number of different ways. School driven community groups such as SAC, Parent Teacher Organization (PTO), local businesses, community groups, and churches, all of whom donate on a regular basis, student classroom materials and supplies for families in need. Currently, our mentoring program has over 60 members who visit on a weekly basis and work one on one with identified students and their specific needs.

Leesburg Elementary in conjunction with the local cable access station, recently spear-headed the development of a school community TV show which will target programs that support parents and caregivers with various topics of interest relating to their student's experiences. Leesburg Elementary also provides communication through our updated website, flyers, and our School Messenger System, which sends informational phone calls to parents.

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
Galatowitsch, Patrick	Principal
Jordan, Susan	Assistant Principal
Fiorentino, Anthony	Dean
Lebruto, Diane	Instructional Coach
Tremarco, Cherilynn	Instructional Coach
Hefferin, Keri	Other
Adams, Tyler	Instructional Coach
Saslov, Joy	Other

Duties

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

Administration:

Patrick Galatowitsch, Principal: Administers the coordination and management of the school campus and academic activities. The principal's responsibilities include developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. The principal is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.

Susan Jordan, Assistant Principal: Assists in the administration, coordination and management of all elementary school campus and academic activities. Assists the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.

Instructional Dean: Anthony Fiorentino: Assists administration with providing a school atmosphere in which learning is of prime importance by implementing School Board policies designed to maintain proper student discipline.

Curriculum Resource Teacher: Joy Saslov: Uses expertise to assist teachers in implementing curriculum needs. Provides information on any curriculum questions or concerns.

Accelerated Resource Teacher: Keri Hefferin: Assists in the coordination and implementation of Florida Standards and the delivery of best practices aligned to supporting Struggling Students and English Language Learners.

Instructional Coaches: Diane Lebruto, Literacy Coach; Tyler Adams, Science Coach; Cherilynn Tremarco, Math Coach: Instructional Coaches provide leadership in data analysis, classroom strategies, curriculum development, and instructional methodology. Coaches model high quality teaching, observe teachers in their classrooms, and give feedback in methodology.

Each member of the School Leadership Team serves as a GLST (Grade Level Support Teacher) to a

particular grade level. The purpose of the GLSTs is to provide instructional support to their grade level by acting as liaisons to the Leadership Team, providing assistance with student data, helping to pull resources, and supporting the MTSS process. All GLSTs meet with administration weekly and participate in cooperative leadership activities to make school-wide decisions on curriculum, instruction, resources, data, and safety. The GLSTs then meet with their grade level teachers to gather their input and ideas, and then share back with the leadership team to finalize all school-based decisions.

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

The Leadership Team reviews data from screening assessments at the school level, grade level, classroom level, and subgroup level as it becomes available. Adjustments to core instruction may be made based upon these assessments according to the FCIM model. Individual students are initially targeted for intervention based upon these assessments.

The MTSS Team begins meeting in August to re-visit the status of those students already in the MTSS process. Initial MTSS meetings and Tier 2 MTSS meetings are held during PLC weekly meetings within the grade level and with the assistance of the Grade Level Support Teacher (GLST). All associated paperwork is initially completed by the classroom teacher and GLST using the district forms. If student improvement has not been demonstrated through the use of the prescribed interventions, the teacher will sign up for a second meeting with the school MTSS team to intensify the needed interventions. This process will continue to increase support until the needs of the student are met. If the interventions are found to be successful, the student remains in the process, but does not increase in tiers, and is monitored by the teacher.

Title I, Part A

Services are provided to ensure students receive any remediation assistance they may require to achieve their best in the academic environment. These services include afterschool tutoring, District on-site instructional coaches, as well as school-based differentiated instructional material. Additionally, a Literacy Coach, Family School Liaison, TLC Coordinator, & Teacher Assistants are provided. In combination, these supports will serve to give all students the opportunity to achieve to their fullest academic potential.

Title I, Part C- Migrant

Migrant Liaisons / Parent Liaisons provide services and support to students and parents who require additional resources to ensure the achievement of all students. The district based liaison coordinates with all Title Services.

Title I, Part D

The Title I Part D Program Specialist helps identify and support the needs of students who are labeled neglected and delinquent.

Title II

The Lake County School District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs, based on student need.

Title III

Services are provided through the Lake County School District for educational materials and ELL support services to improve the education of immigrant and English Language Learners. These resources include Rosetta Stone, an ELL Teacher Assistant, word-to-word dictionaries, TransAct translation services, compliance training, and initial placement tests for identification of ELLs.

Title X- Homeless

School based guidance counselors monitor students deemed "homeless". District Homeless Social Workers provide resources to assist in providing the identified students with an equitable education,

and additional staff from the district serve to assist.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I Funds to provide additional tutoring for Level 1 & 2 students.

Violence Prevention Programs

Leesburg Elementary School offers the "Too Good for Drugs" curriculum to our students. Additionally, students are taught Character education through the utilization of the Core Essentials curriculum.

Leesburg Elementary also provides a bullying awareness and prevention program to students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Patrick Galatowitsch	Principal
Lana McCullough	Parent
Gisell Albelo	Parent
Dominique Gaspard	Parent
David Jones	Parent
Cicilye Singleton	Parent
Susan Morrison	Parent
Michelle Currie	Parent
Glenda Hazellief	Teacher
Laura Mandrell	Teacher
Christine Peters	Teacher
Patricia Gordy	Teacher
Alex Marchbanks	Education Support Employee
Annette Edmond	Education Support Employee
Glen Bryan	Business/Community

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

This will take place at the September 17, 2014, SAC meeting.

Development of this school improvement plan

The SAC provided input for the development of the school improvement plan by sharing anticipated barriers, discussing resources, and suggesting possible solutions to assist with those barriers.

Preparation of the school's annual budget and plan

The school's annual budget and plan is created by the school's Leadership Team and brought to the School Advisory Council for discussion and approval. Adjustments are made when necessary.

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

No school improvement funding was noted on the previous year's SIP.

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

We are currently working with our ESOL Teacher Assistant, who is contacting Hispanic parents who are willing to serve on our School Advisory Council. At this time we are awaiting the approval of our last two Hispanic parents to be voted in.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Lebruto, Diane	Instructional Coach
Hefferin, Keri	Other
Saslov, Joy	Other
Fiorentino, Anthony	Dean

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school community by identifying strategies and activities that teachers can use in their classrooms and that encourage children and their parents to become involved with different reading activities. These activities include a Family Literacy Night where teachers can present parents with information about how to help children read, broadcasting this same information on our community television program, sending home information to parents about how they can work with their child on reading activities, creating a print rich environment throughout the school, encouraging the staff to talk actively with children about school, hobbies, books they had read, encouraging teachers to have children write and share their writing on a regular basis, train our older children about appropriate "reading coach" technique. by being reading buddies, and identifying rewards for students who read a specific number of books as identified by the Accelerated Reader program. Members of the Literacy Leadership Team serve on the Accelerated Reader Committee that looks for ways to motivate and increase interest in reading.

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

Throughout the school year, teachers will receive professional development and practice in the procedures and routines necessary to function as a PLC. Teachers will learn how to establish norms. Group norms and routines will provide guidance in collaborative planning. Teachers will be provided time to meet as a grade level PLC each week. Each grade level will be provided a GLST, grade level support teacher to assist with data analysis, maintaining effective relationships, and aligning plans to the Florida Standards. The GLST will offer support and guidance with the end goal of building teacher leadership capacity and knowledge. Teachers will be encouraged to observe in other classrooms and gain valuable

information from their peers. Teachers that select a common deliberate practice element will be provided coverage to conduct observations and to engage in collaborative planning.

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

1. New Teacher Orientation was held on August 7th-8th at the county level. Policies and Procedures were reviewed with all teachers that are new to the county and reinforced at the school level during pre-planning. Assistant Principal
2. New Teachers will be assigned a mentor teacher who is clinically education trained. Assistant Principal, Mentor, Teacher
3. Weekly meetings will be held with all new teachers and the district Instructional Coaches. Instructional Coach
4. Monthly meetings will be held between all new teachers and the TQR administrator. Assistant Principal
5. The SearchSoft system is used to screen all applicants that would be considered highly qualified for any open positions. We also maintain communication with the district to stay abreast of internship and recruiting programs that may also provided highly qualified candidates for our school. Principal and Assistant Principal

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

Mentor Teacher: Candy Holcombe

New Teacher: Susan Sandrik

Rationale: Experienced in Grade Level, Requested Position

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Kathy Smith

New Teacher: Cynthia Crews-Pou

Rationale: Experienced in Grade Level, Requested Position

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Cherilynn Tremarco

New Teacher: Zachary Hastie

Rationale: Math Coach, Science Experience

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Gail Tyson

New Teacher: Alicia Sparks

Rationale: Science Experience

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Sarah Baltunis

New Teacher: Danielle Crane

Rationale: Teacher is close in proximity to Mentor

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Jessica Noblin

New Teacher: Tiffany Koeditz

Rationale: Experience with grade level

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Christine Peters

New Teacher: Jacquelyn Cox

Rationale: Experience with grade level

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Annette Roberts

New Teacher: Courtney Pendergraft

Rationale: Experience with grade level

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Keri Hefferin

New Teacher: Lisa Bozeman

Rationale: Experience with grade level, ESE, and MTSS

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

Mentor Teacher: Shannon Williams

New Teacher: Vergeaner Gaddy

Rationale: Experience with grade level

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Positive Behavior System), Parental Involvement, School Procedures

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

Leesburg Elementary currently uses the county provided Scope & Sequence and Blueprint documents. These tools guide our staff in selecting the proper supplemental materials and resources we need to fill in our instructional needs. Our county adopted textbooks are also used as a potential resource for the Florida Standards when the material is applicable and meets the rigor required to teach the full intent of the standard.

When selecting programs and materials, we first look to ensure they are aligned to the New Florida Standards. We do this by researching and meeting with the program representatives so they can explain the correlation. We then ensure they correlate with our county provided Scope & Sequence and Blueprints and decide whether they will be useful for core, remedial, or enrichment opportunities.

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 Science Coach will use the LBA Baseline data to identify what science knowledge incoming students have previously mastered. He will then compare the LBA Baseline to the LBA Mid-Year data to identify gains and losses. Throughout the year, students will take the LBA Mini Assessments to measure proficiency for each benchmark. Teachers will administer the first assessment as a formative assessment. The first assessment will give the teacher an idea of what content needs to be retaught whole group prior to the second mini assessment. The second assessment is summative and will be graded to determine mastery of the standard. If students do not master a standard on the summative assessment, they will be pulled for small group remediation by the Science Coach. All data will be tracked on a spreadsheet and discussed at weekly PLC meetings.

ELA and Math Baseline Assessments will be given in October. Student data will be disaggregated to

identify areas of strengths and weaknesses. Teachers will work with students in small groups to either remediate, maintain, or enrich their skills needed to master the Florida Standards.

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: 1,800

Title I Math Tutoring will be held after school for students in 3rd, 4th, and 5th grades for 1.5 hours per week for ten weeks. Title I Reading Tutoring will be held after school for students in 3rd, 4th, and 5th grades for 1.5 hours per week for ten weeks. The program will provide funding for six teachers, two per grade level, and will run ten weeks. Students will engage in some project based learning activities, STEM activities that integrate reading and writing in an effort to increase their level of understanding.

Strategy Rationale

Math and Reading tutoring program will be used to differentiate instruction in the Florida Standards for students who are identified by their teacher and/or assessments as needed.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Saslov, Joy, saslovj@lake.k12.fl.us

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

Data will be collected from mini assessments that will be created for the Title 1 Tutoring program.

Strategy: Before School Program

Minutes added to school year: 2,400

Breakfast Club is for pre-identified students who are struggling with both behavior and academics.

Strategy Rationale

Students will meet in the computer lab under the direction of the Potential Specialist to work on remedial and enrichment programs before school begins. Guidance Counselors will also be on-hand to counsel students individually or in small group settings. Both will work on behavior strategies with the students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fiorentino, Anthony, fiorentinoa@lake.k12.fl.us

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

Computer program usage reports and discipline reports

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

All Pre-K students zoned for Leesburg Elementary School attend Rimes Early Learning Center either full day, 1/2 day VPK, or 1/2 Title I or other area day cares and private pre-schools. Leesburg Elementary hosts a visitation day for students from the local HeadStart program as well as community-wide day cares. Kindergarten Round-Up is held in the Spring to help orient students and parents. Kindergarten teachers are available as students and parents visit classrooms and meet the teachers. Articulation meetings are held for ESE Pre-K students transitioning from Rimes Early Learning Center to Leesburg Elementary.

The local middle schools arrange a day that 5th grade students can visit their campus and receive information necessary for their transition to 6th grade. Articulation meetings are also held for those ESE students going to middle school.

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

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

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

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

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.** Instructional Technology: To have a technology enriched learning environment for all teachers, students, and families.
- G2.** Safe Schools: To maximize resources and provide opportunities for children to make good decisions about their health, safety, personal and civic responsibilities, and goals for the future which includes increasing safety and security on campus, and reducing the number of bullying incidents.
- G3.** Leesburg Elementary School will increase student achievement when teachers understand, plan, and implement standards-based instruction in all content areas.
- G4.** Leesburg Elementary School will increase our daily attendance rate resulting in closing the achievement gaps in our subgroups through implementation of incentive and reward programs.
- G5.** Leesburg Elementary School will decrease the number of discipline referrals, and number of In and Out of School Suspensions, resulting in less classroom disruptions and more fluid instruction by implementation of the Conscious Discipline Program.

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. Instructional Technology: To have a technology enriched learning environment for all teachers, students, and families. **1a**

G041644

Targets Supported **1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal **2**

- InSync - District-wide Common Core resources available for teachers, parents, and students.
- SAFARI Montage - SAFARI Montage is a web-based program that will allow teachers to:
 - Find and stream videos for their students
 - Create playlists that address certain standards and/or subjects
 - Create lessons and assign them to certain students or groups of students for remediation or acceleration
 - Use lessons that the Curriculum or Teaching and Learning Department have created
 - Upload products that the teacher has created and have their students view them
 - Participate in digital conferencing
 - Moderate a digital conference
- Smart Boards, Airliners, Tablets, Computers, iPads, Clickers
- Title One Resource Room - Parent available resources to assist students with their learning.
- Academic Websites - used by teachers to facilitate and supplement resources and also by students to increase knowledge and understanding of the standards.
- CPALMS - CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions.
- EBSCO - EBSCO, or more specifically EBSCOhost, is a widely used reference resource and research database service. It is a customizable, intuitive search experience designed to cater to user needs and preferences at every level of research, with over 300 full text and secondary databases available.
- PENDA - A math and science based computer program that facilitates practice and learning and helps to build background knowledge.

Targeted Barriers to Achieving the Goal **3**

- Professional Development

Plan to Monitor Progress Toward G1. **8**

Teachers will collect and review student usage data to determine their progress on the learning goals.

Person Responsible

Susan Jordan

Schedule

Daily, from 9/29/2014 to 6/4/2015

Evidence of Completion

Teacher and student usage reports and lesson plans

G2. Safe Schools: To maximize resources and provide opportunities for children to make good decisions about their health, safety, personal and civic responsibilities, and goals for the future which includes increasing safety and security on campus, and reducing the number of bullying incidents. 1a

G041643

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- Bully-Proofing Your School - a school-wide program that focuses on the 85% of the students who are by-standers which also incorporates training for the bully, the victim, and the by-standers.
- Too Good for Drugs - Grade level specific program that incorporates knowledge about drug prevention.
- Safe School Committee - collaborative team of teachers, staff members, parents, and students who analyze safety procedures on campus.
- Leesburg Elementary Procedures - school-wide procedures implemented campus-wide that describe behavior expectations for students.

Targeted Barriers to Achieving the Goal 3

- School-wide strategies for dealing with bullying prevention

Plan to Monitor Progress Toward G2. 8

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

Person Responsible

Anthony Fiorentino

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

G3. Leesburg Elementary School will increase student achievement when teachers understand, plan, and implement standards-based instruction in all content areas. 1a

G041642

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	51.0
FSA - English Language Arts - Proficiency Rate	51.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Enhanced Blueprints and Scope and Sequence - resources provided by the district to assist teachers in planning standards-based instruction.
- Technology Training - professional development provided on an as-needed basis by district ILS team.
- Literacy Block - additional 60 minutes block of time where teachers differentiate instruction and provide Tier 2 and 3 interventions, as well as, enrichment.
- PENDA - A math and science based computer program that facilitates practice and learning and helps to build background knowledge.
- STEM Club - Club for 3rd - 5th grade students who explore Science, Technology, Engineering, and Math.
- Title I Resource Room - Parent available resources to assist students with their learning.
- InSync - District-wide Common Core resources available for teachers, parents, and students.
- CPALMS - CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions.
- EBSCO - EBSCO, or more specifically EBSCOhost, is a widely used reference resource and research database service. It is a customizable, intuitive search experience designed to cater to user needs and preferences at every level of research, with over 300 full text and secondary databases available.
- Content Area Coaches - Math, Science, and Literacy coaches who assist teachers in common planning, standards-based instruction, and common assessments.
- GLSTs - A Grade Level Support Teachers is assigned to each grade level to assist in pulling data, resources, and planning.
- 8 Mathematical Practices - The Standards for Mathematical Practice describe behaviors that all students will develop. These practices rest on important "processes and proficiencies" including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.
- Renaissance Place - Accelerated Reader Program
- Additional Title I Teachers and Paraprofessionals - Teachers and Paraprofessionals hired with Title 1 funds to provide extra assistance with struggling learners.
- ELL Aide - Teacher Assistant who helps ELL students and assists the classroom teachers.
- Departmentalization for 4th and 5th grades - Teachers and students are organized into teams where the students change classes and teachers can collaborate during common planning with

other teachers who teach the same subject. This also creates more time for planning for less content area subjects.

- Additional Assistant Principal - this position was asked for by administration, and then granted by the Lake County School Board to assist administration in helping with administrative duties on campus.
- Teacher Assistant structure for Reading Block - T.A. schedule was restructured to provide more small group assistance in each classroom during the Reading and Literacy blocks.
- Common Planning and Coaching Cycle - planning and coaching cycle implemented to help teachers understand, plan, and implement the standards.
- Interventions (Lexia, Voyager, Reading Plus, Discovery ED, Real Reading, iStation, SIPPS, Literacy First)
- Safari Montage - SAFARI Montage is a web-based program that will allow teachers to:
 - Find and stream videos for their students
 - Create playlists that address certain standards and/or subjects
 - Create lessons and assign them to certain students or groups of students for remediation or acceleration
 - Use lessons that the Curriculum or Teaching and Learning Department have created
 - Upload products that the teacher has created and have their students view them
 - Participate in digital conferencing
 - Moderate a digital conference
- Thinking Maps - Thinking Maps are visual tools for learning, and include eight visual patterns each linked to a specific cognitive process. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance.
- Core Connections - Writing program that focuses on text-based writing.
- Write Score Lesson Plans - Resources provided by Write Score that 4th and 5th grade teachers will utilize after students complete the first practice writing assessment.
- DBQ Training - Document-Based Questions that help teachers implement rigorous writing and thinking strategies.

Targeted Barriers to Achieving the Goal 3

- Low problem solving strategies
- Science background knowledge
- New Florida ELA and Math Standards

Plan to Monitor Progress Toward G3. 8

Successful progress will be determined by assessments, student products, and lesson plans.

Person Responsible

Susan Jordan

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Student products, formal and informal assessments

G4. Leesburg Elementary School will increase our daily attendance rate resulting in closing the achievement gaps in our subgroups through implementation of incentive and reward programs. 1a

G041641

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0

Resources Available to Support the Goal 2

- Rewards/Incentives - Initiative to provide rewards and incentives to help encourage and increase the daily attendance rate.
- School Social Worker - resource to assist with parental support to get students to attend school regularly and arrive on time.
- Saturday School - An additional day of instruction provided to students who miss more than five days of school to give them the opportunity to receive the instruction that they missed during their absences.
- Awards Programs - ceremonies to celebrate student achievement in academic achievement, improvement, attendance,
- Home-School Connection Television Show - TV show that was created to share important information to parents and the community of how to stay connected with their child's school and teachers.
- Family School Liaison - staff member who acts as a liaison between school personnel, parents, students, and community agencies facilitating parent awareness and school involvement.

Targeted Barriers to Achieving the Goal 3

- Lack of parental understanding of importance of instructional time. Students are dependent on their parents/guardians for school attendance.

Plan to Monitor Progress Toward G4. 8

Attendance data will be collected and reviewed to determine progress.

Person Responsible

Joy Saslov

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Student attendance reports

G5. Leesburg Elementary School will decrease the number of discipline referrals, and number of In and Out of School Suspensions, resulting in less classroom disruptions and more fluid instruction by implementation of the Conscious Discipline Program. 1a

G041640

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- Leesburg Elementary Procedures - school-wide procedures implemented campus-wide that describe behavior expectations for students.
- Classroom Management - course offered at the district for teachers to take as needed.
- MTSS Structure - Interventions will be implemented as needed to ensure that students are successful at following classroom rules and procedures.
- Instructional Dean - this position was asked for by administration, and then granted by the Lake County Schools to assist administration in helping with administrative duties on campus.
- Saturday School Instruction - An additional day of school provided to students who missed class due to discipline issues and suspensions to give the instruction that they missed during their absence.
- DisTrack - a web based behavior tracking tool designed to be easy to use and flexible enough to help Leesburg Elementary teachers and staff identify discipline prevalent behaviors and make informed and consistent decisions concerning and appropriate rewards and consequences for student behavior.
- Security Cameras - 48 cameras are being installed on campus to help monitor the safety of learning environment.
- Girls on the Run - a program that inspires girls to be joyful, healthy, and confident using a fun, experience-based curriculum which creatively integrates running.
- Breakfast Club - a program for our students who struggle to maintain proper behavior at school. These students get their breakfast and go to a room with a teacher and the guidance counselor who work on building relationships and academics.
- Conscious Discipline Resources - Program used to build school families and build relationships among faculty, staff, and students.

Targeted Barriers to Achieving the Goal 3

- Lack of School-wide procedures
- Relationships
- Behavior consequences instead of out of school suspensions

Plan to Monitor Progress Toward G5. 8

Discipline data and surveys will be collected throughout the school year to determine the effectiveness of the procedures and progress towards reducing our discipline referrals.

Person Responsible

Anthony Fiorentino

Schedule

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

Evidence of Completion

Discipline referral data, survey results, committee meeting notes

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. Instructional Technology: To have a technology enriched learning environment for all teachers, students, and families. **1**

 G041644

G1.B3 Professional Development **2**

 B101072

G1.B3.S1 Training for Clickers - Student Response Systems **4**

 S112283

Strategy Rationale

The use of clickers would provide teachers with formative assessments and faster feedback for students.

Action Step 1 **5**

Teachers will be provided training on how to incorporate the use of clickers in their classrooms.

Person Responsible

Susan Jordan

Schedule

On 9/26/2014

Evidence of Completion

Lesson plans, Classroom observations

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

Teachers will utilize the clickers to increase feedback to their students and monitor understanding

Person Responsible

Susan Jordan

Schedule

Daily, from 9/29/2014 to 6/4/2015

Evidence of Completion

Teacher and student usage reports and lesson plans

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

Teachers will monitor the effectiveness of implementation and ask for support when needed.

Person Responsible

Susan Jordan

Schedule

Daily, from 9/29/2014 to 6/4/2015

Evidence of Completion

Teacher and student usage reports and lesson plans

G2. Safe Schools: To maximize resources and provide opportunities for children to make good decisions about their health, safety, personal and civic responsibilities, and goals for the future which includes increasing safety and security on campus, and reducing the number of bullying incidents. 1

G041643

G2.B1 School-wide strategies for dealing with bullying prevention 2

B101075

G2.B1.S1 Leadership Team will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee. The Leadership Team will then train the faculty and staff on the program. 4

S112287

Strategy Rationale

One bullying prevention program will be incorporated on campus so all faculty and staff will have the same training and strategies.

Action Step 1 5

Leadership Team will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee. The Leadership Team will then train the faculty and staff on the program.

Person Responsible

Susan Jordan

Schedule

On 9/5/2014

Evidence of Completion

Bully-Proofing Your School Implementation Plan, Meeting Agendas, Sign-in sheets, Meeting minutes

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

Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies.

Person Responsible

Anthony Fiorentino

Schedule

Weekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

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

Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies.

Person Responsible

Anthony Fiorentino

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

G3. Leesburg Elementary School will increase student achievement when teachers understand, plan, and implement standards-based instruction in all content areas. 1

 G041642

G3.B3 Low problem solving strategies 2

 B101081

G3.B3.S1 Interventions 4

 S149358

Strategy Rationale

Lexia, Voyager, Reading Plus, Discovery ED, Real Reading, iStation, SIPPS, Literacy First

Action Step 1 5

Various Interventions will be put in place to help students with problem solving strategies and increase background knowledge (Lexia, Voyager, Reading Plus, Discovery ED, Real Reading, iStation, SIPPS, Literacy First).

Person Responsible

Patrick Galatowitsch

Schedule

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

Evidence of Completion

Lesson plans, student products, usage reports

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Implementation will be monitored by the content area coaches and training will take place as needed.

Person Responsible

Keri Hefferin

Schedule

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

Evidence of Completion

Intervention usage reports, Tier 2 and Tier 3 student charts, Lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Implementation will be monitored by the content area coaches and training will take place as needed.

Person Responsible

Keri Hefferin

Schedule

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

Evidence of Completion

Intervention usage reports, Tier 2 and Tier 3 student charts, Lesson plans

G3.B4 Science background knowledge 2

 B101082

G3.B4.S1 Departmentalization in 4th and 5th grades 4

 S112289

Strategy Rationale

Students will increase their 4th grade science knowledge by increasing the amount of time spent in science class.

Action Step 1 5

Assistant Principal will create a master schedule that allows 4th and 5th grades to departmentalize.

Person Responsible

Susan Jordan

Schedule

On 8/8/2014

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Bell schedules will be created and implemented by grade levels.

Person Responsible

Susan Jordan

Schedule

On 8/15/2014

Evidence of Completion

Bell schedule, Master schedule, Lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Benchmark assessments will be monitored in grades 3 and 4 to determine if standards are being mastered.

Person Responsible

Tyler Adams

Schedule

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

Evidence of Completion

Lesson plans, Instructional focus calendar, benchmark assessments

G3.B4.S2 Students will increase background knowledge in science utilizing PENDA. 4

 S112290

Strategy Rationale

Students will be able to review all 3rd - 5th grade science benchmarks using the PENDA website and follow a Focus Calendar developed by the Science Coach.

Action Step 1 5

Students will be given assignments on PENDA to increase background knowledge and understanding of the science benchmarks.

Person Responsible

Tyler Adams

Schedule

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

Evidence of Completion

PENDA usage reports

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Science Coach will provide a focus calendar for PENDA for the 3rd - 5th grade teachers.

Person Responsible

Tyler Adams

Schedule

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

Evidence of Completion

PENDA student usage reports, Lesson plans, Scope and Sequence

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Science Coach will monitor usage reports and help support classroom teachers by determining the effectiveness of the program.

Person Responsible

Tyler Adams

Schedule

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

Evidence of Completion

Lesson plans, usage reports, Scope and Sequence

G3.B5 New Florida ELA and Math Standards **2**

 B101083

G3.B5.S1 Enhanced Blueprint, Scope and Sequence, and Webb's Depth of Knowledge Training **4**

 S112301

Strategy Rationale

County-wide Scope and Sequence with Blueprints have been developed with resources aligned to the New ELA Florida Standards.

Action Step 1 **5**

Enhanced Blueprint, Scope and Sequence, and Webb's DOK Training was presented in pre-planning week to all faculty members.

Person Responsible

Susan Jordan

Schedule

Daily, from 8/11/2014 to 8/13/2014

Evidence of Completion

Sign in sheets

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

Implementation of the Blueprints, Scope and Sequence, and Webb's DOK will be monitored by the GLSTs, Content Area Coaches, and Administration.

Person Responsible

Susan Jordan

Schedule

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

Evidence of Completion

Instructional Green Sheets, Lesson Plans, Student products

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

Strategies will be monitored for effectiveness by the Grade Levels with their GLSTs during PLCs.

Person Responsible

Susan Jordan

Schedule

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

Evidence of Completion

PLC notes, Student products, Assessment scores

G3.B5.S4 Core Connections Writing 4

 S112305

Strategy Rationale

Training will begin with 4th and 5th grade teachers to incorporate text-based writing into the curriculum that builds on Thinking Maps. Our expectation is that this would be beneficial to both teachers and students to help build on strategies they already know.

Action Step 1 5

Purchase Core Connections Writing component and arrange Professional Development for faculty.

Person Responsible

Joy Saslov

Schedule

On 9/15/2014

Evidence of Completion

Budget and Professional Development Calendar

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

GLSTs will monitor usage reports and provide support to the teachers as needed.

Person Responsible

Joy Saslov

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student products, writing assessments

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

GLSTs will monitor and support the effectiveness of the program by meeting with the teachers in grade level PLCs using specific timelines that will help keep all members focused on goals and provide data on next steps needed to meet the goal.

Person Responsible

Joy Saslov

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Lesson plans, grade level PLC notes, student products, writing assessments

G3.B5.S6 Common Planning and Coaching Cycle 4

S145256

Strategy Rationale

Teachers will participate in common planning facilitated by their Grade Level Support Teacher (GLST) who will support through the Coaching Cycle and help the teachers understand, plan, and implement the standards.

Action Step 1 5

Common Planning and the Coaching Cycle involves content area coaches working to help teachers understand, plan, and implement the standards. Teachers will be given a full day of common planning time every six weeks.

Person Responsible

Patrick Galatowitsch

Schedule

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

Evidence of Completion

Common planning agendas, meeting minutes, coaching cycle calendars, lesson plans, classroom walkthrough schedule

Plan to Monitor Fidelity of Implementation of G3.B5.S6 6

Implementation of the coaching cycle will be conducted by the Region 3 Differentiated Accountability Team who will train the content area coaches and help to set up a list of teachers prioritized to the highest needs. Common planning will be implemented by the Grade Level Support Teachers for each grade level.

Person Responsible

Keri Hefferin

Schedule

Daily, from 10/13/2014 to 6/4/2015

Evidence of Completion

Common Planning and Coaching Cycle Schedules, Lesson Plans, Classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B5.S6 7

Coaches will utilize Region 3 D.A. team for information pertaining to the coaching cycle and assistance with common planning issues.

Person Responsible

Keri Hefferin

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Common Planning and Coaching Cycle Schedules, Lesson Plans, Classroom walkthroughs

G3.B5.S8 Motivational Math by Mentoring Minds 4

 S149357

Strategy Rationale

Program used to build fluency in the Common Core Standards by incorporating gradual release, partner practice, critical thinking, and enrichment.

Action Step 1 5

Common Core Math Curriculum purchased to enhance gradual release, partner practice, critical thinking, and enrichment activities.

Person Responsible

Cherilynn Tremarco

Schedule

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

Evidence of Completion

Student products, MAFS assessments

Plan to Monitor Fidelity of Implementation of G3.B5.S8 6

Professional development will be implemented and monitored in Math PLCs.

Person Responsible

Cherilynn Tremarco

Schedule

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

Evidence of Completion

Lesson plans, Motivational math resources

Plan to Monitor Effectiveness of Implementation of G3.B5.S8 7

Professional development will be implemented and monitored in Math PLCs.

Person Responsible

Cherilynn Tremarco

Schedule

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

Evidence of Completion

Lesson plans, Motivational Math resources

G4. Leesburg Elementary School will increase our daily attendance rate resulting in closing the achievement gaps in our subgroups through implementation of incentive and reward programs. 1

G041641

G4.B3 Lack of parental understanding of importance of instructional time. Students are dependent on their parents/guardians for school attendance. 2

B101078

G4.B3.S1 Parenting education classes on the importance of attendance, grades, school, and communication. 4

S112288

Strategy Rationale

Making parents aware that missing instructional time creates gaps in learning and will hinder the academic success of students.

Action Step 1 5

Develop a segment for the Home-School Connection Television show on the importance of school attendance, grades, school, and communication.

Person Responsible

Patrick Galatowitsch

Schedule

Monthly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Attendance reports, Tardy reports, and Early Checkout reports; Number of viewer reports

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Weekly attendance reports will be monitored and parents of students with habitual absences will be provided information regarding the program.

Person Responsible

Joy Saslov

Schedule

Daily, from 9/30/2014 to 6/4/2015

Evidence of Completion

Student attendance reports

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Weekly attendance reports will be monitored and students with increased attendance issues will be given additional opportunities to receive instruction in Saturday School.

Person Responsible

Joy Saslov

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Student attendance reports

G5. Leesburg Elementary School will decrease the number of discipline referrals, and number of In and Out of School Suspensions, resulting in less classroom disruptions and more fluid instruction by implementation of the Conscious Discipline Program. 1

 G041640

G5.B1 Lack of School-wide procedures 2

 B101032

G5.B1.S1 School-wide procedures were developed for arrival, dismissal, hallways, cafeteria, etc. 4

 S112313

Strategy Rationale

School-wide procedures developed to ensure consistency throughout the campus for rules/consequences.

Action Step 1 5

Leadership team developed and implemented procedures for arrival, dismissal, hallway, restroom, and cafeteria and trained faculty and staff during pre-planning.

Person Responsible

Anthony Fiorentino

Schedule

On 8/15/2014

Evidence of Completion

School-wide procedures

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Procedures will be taught during the first week of school and practiced throughout the school year.

Person Responsible

Anthony Fiorentino

Schedule

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

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Procedures committees will begin meeting to monitor the effectiveness of each procedure, and modify when necessary.

Person Responsible

Anthony Fiorentino

Schedule

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

Evidence of Completion

Discipline referral data, Committee reports

G5.B3 Relationships 2

B101091

G5.B3.S1 Breakfast Club 4

S149359

Strategy Rationale

Students who are pre-identified as having behavior difficulties have breakfast with the potential specialist and guidance counselor to build relationships and minimize disruptions during the arrival process.

Action Step 1 5

Breakfast Club will be implemented to ensure that pre-identified behavioral students will have one area to go to during arrival to minimize behavior issues on campus and give the students an opportunity to bond with the potential specialist and the guidance counselor.

Person Responsible

Anthony Fiorentino

Schedule

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

Evidence of Completion

Behavior referrals

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Implementation will be monitored throughout the school year and the list of pre-identified students will be altered as needed.

Person Responsible

Anthony Fiorentino

Schedule

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

Evidence of Completion

Behavior referrals

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Implementation will be monitored throughout the school year and the list of pre-identified students will be altered as needed.

Person Responsible

Anthony Fiorentino

Schedule

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

Evidence of Completion

Behavior referrals

G5.B4 Behavior consequences instead of out of school suspensions 2

 B137378

G5.B4.S1 Saturday School 4

 S149360

Strategy Rationale

Saturday School Instruction - An additional day of school provided to students who missed class due to discipline issues and suspensions to give the instruction that they missed during their absence.

Action Step 1 5

An additional day of school provided to students who missed class due to discipline issues and suspensions to give the instruction that they missed during their absence.

Person Responsible

Patrick Galatowitsch

Schedule

Weekly, from 8/23/2014 to 5/30/2015

Evidence of Completion

Saturday School attendance reports and student work

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

The implementation of Saturday School will be monitored by a member of the leadership team who is assigned each Saturday. Daily assignments for discipline will be monitored by the potential specialist.

Person Responsible

Patrick Galatowitsch

Schedule

Daily, from 8/23/2014 to 5/30/2015

Evidence of Completion

Behavior referrals, Distrack usage reports, Saturday School attendance records, student work

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 7

The implementation of Saturday School will be monitored by a member of the leadership team who is assigned each Saturday. Daily assignments for discipline will be monitored by the potential specialist.

Person Responsible

Patrick Galatowitsch

Schedule

Daily, from 8/23/2014 to 5/30/2015

Evidence of Completion

Behavior referrals, Distrack usage reports, Saturday School attendance records, student work

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.B3.S1.A1	Teachers will be provided training on how to incorporate the use of clickers in their classrooms.	Jordan, Susan	9/26/2014	Lesson plans, Classroom observations	9/26/2014 one-time
G2.B1.S1.A1	Leadership Team will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee. The Leadership Team will then train the faculty and staff on the program.	Jordan, Susan	9/5/2014	Bully-Proofing Your School Implementation Plan, Meeting Agendas, Sign-in sheets, Meeting minutes	9/5/2014 one-time

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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
G4.B3.S1.A1	Develop a segment for the Home-School Connection Television show on the importance of school attendance, grades, school, and communication.	Galatowitsch, Patrick	9/30/2014	Attendance reports, Tardy reports, and Early Checkout reports; Number of viewer reports	6/4/2015 monthly
G3.B4.S2.A1	Students will be given assignments on PENDA to increase background knowledge and understanding of the science benchmarks.	Adams, Tyler	9/2/2014	PENDA usage reports	6/4/2015 weekly
G3.B5.S4.A1	Purchase Core Connections Writing component and arrange Professional Development for faculty.	Saslov, Joy	9/15/2014	Budget and Professional Development Calendar	9/15/2014 one-time
G5.B1.S1.A1	Leadership team developed and implemented procedures for arrival, dismissal, hallway, restroom, and cafeteria and trained faculty and staff during pre-planning.	Fiorentino, Anthony	8/15/2014	School-wide procedures	8/15/2014 one-time
G3.B4.S1.A1	Assistant Principal will create a master schedule that allows 4th and 5th grades to departmentalize.	Jordan, Susan	8/4/2014	Master Schedule	8/8/2014 one-time
G3.B5.S1.A1	Enhanced Blueprint, Scope and Sequence, and Webb's DOK Training was presented in pre-planning week to all faculty members.	Jordan, Susan	8/11/2014	Sign in sheets	8/13/2014 daily
G3.B5.S8.A1	Common Core Math Curriculum purchased to enhance gradual release, partner practice, critical thinking, and enrichment activities.	Tremarco, Cherilynn	9/2/2014	Student products, MAFS assessments	6/4/2015 weekly
G3.B5.S6.A1	Common Planning and the Coaching Cycle involves content area coaches working to help teachers understand, plan, and implement the standards. Teachers will be given a full day of common planning time every six weeks.	Galatowitsch, Patrick	8/25/2014	Common planning agendas, meeting minutes, coaching cycle calendars, lesson plans, classroom walkthrough schedule	6/4/2015 daily
G3.B3.S1.A1	Various Interventions will be put in place to help students with problem solving strategies and increase background knowledge (Lexia, Voyager, Reading Plus, Discovery ED, Real Reading, iStation, SIPPS, Literacy First).	Galatowitsch, Patrick	9/2/2014	Lesson plans, student products, usage reports	6/4/2015 daily
G5.B3.S1.A1	Breakfast Club will be implemented to ensure that pre-identified behavioral students will have one area to go to during arrival to minimize behavior issues on campus and give the students an opportunity to bond with the potential specialist and the guidance counselor.	Fiorentino, Anthony	9/2/2014	Behavior referrals	6/4/2015 daily
G5.B4.S1.A1	An additional day of school provided to students who missed class due to discipline issues and suspensions to give the instruction that they missed during their absence.	Galatowitsch, Patrick	8/23/2014	Saturday School attendance reports and student work	5/30/2015 weekly
G5.B1.S1.A2	[no content entered]			one-time	
G1.MA1	Teachers will collect and review student usage data to determine their progress on the learning goals.	Jordan, Susan	9/29/2014	Teacher and student usage reports and lesson plans	6/4/2015 daily
G1.B3.S1.MA1	Teachers will monitor the effectiveness of implementation and ask for support when needed.	Jordan, Susan	9/29/2014	Teacher and student usage reports and lesson plans	6/4/2015 daily
G1.B3.S1.MA1	Teachers will utilize the clickers to increase feedback to their students and monitor understanding	Jordan, Susan	9/29/2014	Teacher and student usage reports and lesson plans	6/4/2015 daily

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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.MA1	Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports	Fiorentino, Anthony	9/22/2014	Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports	6/4/2015 monthly
G2.B1.S1.MA1	Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies.	Fiorentino, Anthony	9/22/2014	Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports	6/4/2015 monthly
G2.B1.S1.MA1	Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies.	Fiorentino, Anthony	9/22/2014	Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports	6/4/2015 weekly
G3.MA1	Successful progress will be determined by assessments, student products, and lesson plans.	Jordan, Susan	9/15/2014	Lesson Plans, Student products, formal and informal assessments	6/4/2015 weekly
G3.B4.S1.MA1	Benchmark assessments will be monitored in grades 3 and 4 to determine if standards are being mastered.	Adams, Tyler	8/18/2014	Lesson plans, Instructional focus calendar, benchmark assessments	6/4/2015 weekly
G3.B4.S1.MA1	Bell schedules will be created and implemented by grade levels.	Jordan, Susan	8/11/2014	Bell schedule, Master schedule, Lesson plans	8/15/2014 one-time
G3.B5.S1.MA1	Strategies will be monitored for effectiveness by the Grade Levels with their GLSTs during PLCs.	Jordan, Susan	8/18/2014	PLC notes, Student products, Assessment scores	6/4/2015 weekly
G3.B5.S1.MA1	Implementation of the Blueprints, Scope and Sequence, and Webb's DOK will be monitored by the GLSTs, Content Area Coaches, and Administration.	Jordan, Susan	8/18/2014	Instructional Green Sheets, Lesson Plans, Student products	6/4/2015 weekly
G3.B3.S1.MA1	Implementation will be monitored by the content area coaches and training will take place as needed.	Hefferin, Keri	9/2/2014	Intervention usage reports, Tier 2 and Tier 3 student charts, Lesson plans	6/4/2015 weekly
G3.B3.S1.MA1	Implementation will be monitored by the content area coaches and training will take place as needed.	Hefferin, Keri	9/2/2014	Intervention usage reports, Tier 2 and Tier 3 student charts, Lesson plans	6/4/2015 weekly
G3.B4.S2.MA1	Science Coach will monitor usage reports and help support classroom teachers by determining the effectiveness of the program.	Adams, Tyler	9/2/2014	Lesson plans, usage reports, Scope and Sequence	6/4/2015 weekly
G3.B4.S2.MA1	Science Coach will provide a focus calendar for PENDA for the 3rd - 5th grade teachers.	Adams, Tyler	9/2/2014	PENDA student usage reports, Lesson plans, Scope and Sequence	6/4/2015 weekly
G3.B5.S4.MA1	GLSTs will monitor and support the effectiveness of the program by meeting with the teachers in grade level PLCs using specific timelines that will help keep all members focused on goals and provide data on next steps needed to meet the goal.	Saslov, Joy	9/15/2014	Lesson plans, grade level PLC notes, student products, writing assessments	6/4/2015 weekly
G3.B5.S4.MA1	GLSTs will monitor usage reports and provide support to the teachers as needed.	Saslov, Joy	9/15/2014	Lesson plans, student products, writing assessments	6/4/2015 weekly
G3.B5.S6.MA1	Coaches will utilize Region 3 D.A. team for information pertaining to the coaching cycle and assistance with common planning issues.	Hefferin, Keri	10/13/2014	Common Planning and Coaching Cycle Schedules, Lesson Plans, Classroom walkthroughs	6/4/2015 weekly
G3.B5.S6.MA1	Implementation of the coaching cycle will be conducted by the Region 3 Differentiated Accountability Team who will train the content area coaches and	Hefferin, Keri	10/13/2014	Common Planning and Coaching Cycle Schedules, Lesson Plans, Classroom walkthroughs	6/4/2015 daily

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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
	help to set up a list of teachers prioritized to the highest needs. Common planning will be implemented by the Grade Level Support Teachers for each grade level.				
G3.B5.S8.MA1	Professional development will be implemented and monitored in Math PLCs.	Tremarco, Cherilynn	9/2/2014	Lesson plans, Motivational Math resources	6/4/2015 weekly
G3.B5.S8.MA1	Professional development will be implemented and monitored in Math PLCs.	Tremarco, Cherilynn	9/2/2014	Lesson plans, Motivational math resources	6/4/2015 weekly
G4.MA1	Attendance data will be collected and reviewed to determine progress.	Saslov, Joy	9/29/2014	Student attendance reports	6/4/2015 weekly
G4.B3.S1.MA1	Weekly attendance reports will be monitored and students with increased attendance issues will be given additional opportunities to receive instruction in Saturday School.	Saslov, Joy	9/29/2014	Student attendance reports	6/4/2015 weekly
G4.B3.S1.MA1	Weekly attendance reports will be monitored and parents of students with habitual absences will be provided information regarding the program.	Saslov, Joy	9/30/2014	Student attendance reports	6/4/2015 daily
G5.MA1	Discipline data and surveys will be collected throughout the school year to determine the effectiveness of the procedures and progress towards reducing our discipline referrals.	Fiorentino, Anthony	8/18/2014	Discipline referral data, survey results, committee meeting notes	6/4/2015 weekly
G5.B1.S1.MA1	Procedures committees will begin meeting to monitor the effectiveness of each procedure, and modify when necessary.	Fiorentino, Anthony	8/18/2014	Discipline referral data, Committee reports	6/4/2015 weekly
G5.B1.S1.MA1	Procedures will be taught during the first week of school and practiced throughout the school year.	Fiorentino, Anthony	8/18/2014	Lesson plans	6/4/2015 weekly
G5.B3.S1.MA1	Implementation will be monitored throughout the school year and the list of pre-identified students will be altered as needed.	Fiorentino, Anthony	9/2/2014	Behavior referrals	6/4/2015 daily
G5.B3.S1.MA1	Implementation will be monitored throughout the school year and the list of pre-identified students will be altered as needed.	Fiorentino, Anthony	9/2/2014	Behavior referrals	6/4/2015 daily
G5.B4.S1.MA1	The implementation of Saturday School will be monitored by a member of the leadership team who is assigned each Saturday. Daily assignments for discipline will be monitored by the potential specialist.	Galatowitsch, Patrick	8/23/2014	Behavior referrals, Distrack usage reports, Saturday School attendance records, student work	5/30/2015 daily
G5.B4.S1.MA1	The implementation of Saturday School will be monitored by a member of the leadership team who is assigned each Saturday. Daily assignments for discipline will be monitored by the potential specialist.	Galatowitsch, Patrick	8/23/2014	Behavior referrals, Distrack usage reports, Saturday School attendance records, student work	5/30/2015 daily

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. Instructional Technology: To have a technology enriched learning environment for all teachers, students, and families.

G1.B3 Professional Development

G1.B3.S1 Training for Clickers - Student Response Systems

PD Opportunity 1

Teachers will be provided training on how to incorporate the use of clickers in their classrooms.

Facilitator

IT Department

Participants

Classroom Teachers

Schedule

On 9/26/2014

G2. Safe Schools: To maximize resources and provide opportunities for children to make good decisions about their health, safety, personal and civic responsibilities, and goals for the future which includes increasing safety and security on campus, and reducing the number of bullying incidents.

G2.B1 School-wide strategies for dealing with bullying prevention

G2.B1.S1 Leadership Team will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee. The Leadership Team will then train the faculty and staff on the program.

PD Opportunity 1

Leadership Team will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee. The Leadership Team will then train the faculty and staff on the program.

Facilitator

Susan Jordan

Participants

Faculty and Staff

Schedule

On 9/5/2014

G3. Leesburg Elementary School will increase student achievement when teachers understand, plan, and implement standards-based instruction in all content areas.

G3.B5 New Florida ELA and Math Standards

G3.B5.S1 Enhanced Blueprint, Scope and Sequence, and Webb's Depth of Knowledge Training

PD Opportunity 1

Enhanced Blueprint, Scope and Sequence, and Webb's DOK Training was presented in pre-planning week to all faculty members.

Facilitator

Susan Jordan and LES Summer Writing Team

Participants

Faculty

Schedule

Daily, from 8/11/2014 to 8/13/2014

G3.B5.S4 Core Connections Writing

PD Opportunity 1

Purchase Core Connections Writing component and arrange Professional Development for faculty.

Facilitator

Core Connections Consultant and CRT - Joy Saslov

Participants

Faculty - 4th and 5th grade teachers

Schedule

On 9/15/2014

G3.B5.S8 Motivational Math by Mentoring Minds

PD Opportunity 1

Common Core Math Curriculum purchased to enhance gradual release, partner practice, critical thinking, and enrichment activities.

Facilitator

Mentoring Minds Facilitator, Cherilynn Tremarco

Participants

2nd - 5th grade teachers

Schedule

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

G5. Leesburg Elementary School will decrease the number of discipline referrals, and number of In and Out of School Suspensions, resulting in less classroom disruptions and more fluid instruction by implementation of the Conscious Discipline Program.

G5.B1 Lack of School-wide procedures

G5.B1.S1 School-wide procedures were developed for arrival, dismissal, hallways, cafeteria, etc.

PD Opportunity 1

Leadership team developed and implemented procedures for arrival, dismissal, hallway, restroom, and cafeteria and trained faculty and staff during pre-planning.

Facilitator

Keri Hefferin and Joy Saslov

Participants

Faculty and Staff

Schedule

On 8/15/2014

Technical Assistance Items

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

G3. Leesburg Elementary School will increase student achievement when teachers understand, plan, and implement standards-based instruction in all content areas.

G3.B4 Science background knowledge

G3.B4.S2 Students will increase background knowledge in science utilizing PENDA.

PD Opportunity 1

Students will be given assignments on PENDA to increase background knowledge and understanding of the science benchmarks.

Facilitator

Teacher

Participants

Students

Schedule

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

G4. Leesburg Elementary School will increase our daily attendance rate resulting in closing the achievement gaps in our subgroups through implementation of incentive and reward programs.

G4.B3 Lack of parental understanding of importance of instructional time. Students are dependent on their parents/guardians for school attendance.

G4.B3.S1 Parenting education classes on the importance of attendance, grades, school, and communication.

PD Opportunity 1

Develop a segment for the Home-School Connection Television show on the importance of school attendance, grades, school, and communication.

Facilitator

Dr. Patrick Galatowitsch and Guidance Department

Participants

Parents, guardians, and students

Schedule

Monthly, from 9/30/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Goal 3: Leesburg Elementary School will increase student achievement when teachers understand, plan, and implement standards-based instruction in all content areas.	49,234
Grand Total	49,234

Goal 3: Leesburg Elementary School will increase student achievement when teachers understand, plan, and implement standards-based instruction in all content areas.

Description	Source	Total
B3.S1.A1 - Title one and school improvement funds will be used to purchase various interventions and enrichment resources.	SIG 1003(a)	25,000
B4.S2.A1 - Notes	Title I Part A	6,000
B5.S4.A1 - Core Connections Consultant will train teachers on September 19, 2014.	Title I Part A	4,800
B5.S6.A1 - Stipends/Substitutes	SIG 1003(a)	13,434
Total Goal 3		49,234