



## Ponce De Leon Elementary School

1473 AMMONS RD, Ponce De Leon, FL 32455

<http://pdle.hdsb.org/>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
82%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
10%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Holmes 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
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

It is the mission of Ponce de Leon Elementary and its stakeholders to: Provide a nurturing, caring environment that meets our students' needs by providing a comprehensive curriculum that will allow our students to reach their highest potential.

##### **Provide the school's vision statement**

Ponce de Leon Elementary is working to educate students of today to be successful in tomorrow's world.

#### School Environment

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

At Ponce de Leon Elementary we learn about our students' cultures and build lasting relationships between our faculty and students by: modeling appropriate interactions, involving our students in activities such as group projects, journal writing, Fall and Spring festivals, parent-teacher conferences, and other school based activities. At PDLE we understand that parents play a crucial role in the relationships we establish with our students. Therefore, we involve our parents in a variety of activities such as field day, field trips, Title One Family Night, Open House, and other school based activities. Should a parent or student speak a language other than English, we provide any school related information (that is sent home) in their preferable language. Teachers of ESOL students receive training that enables them to work successfully with these students.

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

The faculty and staff at Ponce de Leon Elementary School adheres to a strict policy that is intended to keep our students safe. Procedures are in place that we follow should a crisis take place at school, on the bus, or during an off-campus event. These procedures are practiced throughout the school year as mandated by law. Our students are familiar with the practices and know that their intent is to keep "us" safe. Students at our school understand the meaning of respect and know how to reciprocate. Anytime we encounter a student whom is or students who are having issues with respect, the issue is addressed by discussing the problem, discussing the benefits of treating others the way you want to be treated, and we work to help our students understand that all people have value and therefore should be treated with respect.

##### **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**

Our school-wide behavior system is known as "Pirate Pandemonium". It is a system that is in place throughout the school and is designed to reward positive behavior and extinguish negative behavior. As groups move about from area to area they can be rewarded with "moolah" (pirate money) for good behavior. These rewards can come from any adult employee within the school. Moolah is rewarded by classes and as the classes collect money they can exchange it for a reward. The rewards are

itemized at the beginning of the year and prices are attached. This gives students an opportunity to decide as a community if they wish to exchange their moo-ah early or continue saving throughout the year for a larger reward.

To keep students interested and provided individualized behavior targets, at the end of each nine-week period those who have 3 or less strikes are allowed to participate in the 9-week activities offered by our principal. These rewards vary and may include ice-cream, extra playtime, etc. Students whom receive office referrals, reprimands in enrichment areas, and/or cause classroom disturbances are issued strikes against their participation in "Pirate Pandemonium". Our faculty and staff members are trained at the beginning of each school year about the expectations, consequences, etc. of the school-wide behavior system. The enforcement of the system is closely monitored to ensure fairness and equal access for all students.

### **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**

Our school works with agencies contracted via the district to ensure that our students who have emotional needs and qualify for services receive these services. Counselors that have been cleared, are allowed to come on campus (sign in through the office) and meet with the students they serve. The library and counselors can be used for these meetings.

The school based counselor works diligently with students and their families to ensure that we are meeting the goals and objectives established in IEPs and behavioral plans, and to address any concerns of the families and students.

The counselor often works with students in small groups as well as independently to reinforce social skills and to guide students in their interactions with others. She is available to help students, ensure their safety, and intervene in situations that require intervention.

## **Family and Community Involvement**

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

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

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

#### **Will the school use its PIP to satisfy this question?**

Yes

#### **PIP Link**

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

#### **Description**

See our online Title I Parental Involvement Plan.

### **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**

Our local community is invited to take part in our school by becoming community partners and/or stakeholders. These community members serve on our School Advisory Council, participate in PTO and help provide support and resources when possible. The help/resources are used to provide opportunities for students to participate in activities such as E.O. Wilson Biophilia trips, American Indian Historical Encounters (Ponce de Leon Springs), and fundraisers are designed to encourage 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
Locke, Anissa	Principal
McInnis, Tonya	Assistant Principal
Brooks, Penney	Instructional Coach
Bell, Elaine	Guidance Counselor

### Duties

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

#### SCHOOL BASED MTSS LEADERSHIP TEAM

Anissa Locke - Principal

Tonya McInnis - Assistant Principal

Elaine Bell - Guidance Counselor

Penney Brooks -Curriculum/Assessment/Reading

School Based ESE Department

General Education Teacher

Our literacy team and school based reading coach are involved in our MTSS process by providing support and help in planning for Tier 2 and Tier 3 activities for our students when needed. Classroom teachers and the guidance counselor meet with the team or reading coach to analyze MTSS student's data to determine the student's weaker areas and plan academic strategies to help these students.

***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 team meets monthly to assess the MTSS plan and check the implementation progress. The role of the team is to assist the teacher in identifying students, implementing MTSS, and analyzing data.

Tier 1 - This tier consists of scientific, research-based instruction administered to all students by the classroom teacher. At least 80% of the student body should respond and achieve success at Tier 1. Universal/benchmark screenings are conducted by the teacher at least three times a year to determine which students may not be achieving at an appropriate level. Class assessments are also used to determine which students are not performing on grade level.

Tier 2 - This tier involves students who are not making adequate progress at Tier 1. Students involved in Tier 2 receive additional academic instruction in addition to the core program. Students are monitored at least every 2 weeks by class assessments to determine if interventions are working. Parents are informed of progress by graded papers at least every two weeks, data/graphs, and conference every 4-6 weeks.

Tier 3 - Interventions are provided by the teacher for students who do not make adequate progress at Tier 2. These interventions consist of intensive instruction in small groups or one-on-one instruction. Progress is monitored on a weekly basis. Communication with parents is ongoing.

Title I, Part A provides funding and support for professional development activities, parent involvement activities, and technology needs.

Title I Part A will work in coordination with:

Title I Part D to provide the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as: computer assisted instruction, dropout prevention programs, mentors career exploration etc.

Title II Part A to provide ongoing in-service and professional development/training to assist teachers and paraprofessionals at all levels in meeting the requirements needed to become highly qualified and professional development in areas such as differentiated accountability, learning communities, team teaching, data analysis, math, reading, writing etc. Professional development activities and workshops are coordinated with Title II, Part A.

Title VI Part B to provide lab assistants to increase the graduation rate and prepare students to be college and career ready.

All stakeholders benefit from the collaboration of these programs. The idea is to eliminate gaps in service for all students being served and provide an arena for sharing information and gearing available services to maximize both fiscal and human service efficiency. This helps increase the effectiveness of the research based instructional programs for all eligible students. These services will be limited to research-based best practices providing supplemental support designed to meet individual needs through continuous dialogue, collaboration of services and assessment analysis.

Title I, Part C - Migrant - address the issues that are common to migrant students and assists these students with their educational needs. Our school based Title I person will coordinate with Title I and other programs to ensure student needs are met. Holmes County School District and Title I collaborates with the Panhandle Area Educational Consortium to provide migrant education services, Services include wide-range, comprehensive family support through networking with other agencies programs and services to assist migrant parents and their children, including referral of eligible secondary students to GED programs.

Title I, Part D - Holmes County School District collaborates with the Holmes County Sheriff Department through an agreement related to sharing information relevant to the prevention of delinquency behaviors for at-risk students. Increased collaboration will improve prevention programs, early identification and early intervention for students at-risk.

Title II - The professional development provided through, Title II, Part A serves to supplement and enhance on-going in-service and professional development/training to assist teachers and paraprofessionals at all levels in meeting the requirements needed to become highly qualified and professional development in areas such as differentiated accountability, learning communities, team teaching, data analysis, math, reading, writing etc. These professional development activities are also coordinated with Title I, Part A and Title I School Improvement to ensure non-duplication of services.

Title III – Our district helps us purchase educational materials for ELL students and immigrants through these funds.

Title X - Homeless provides funding to assist identified homeless students with school supplies, medical care and tutoring opportunities.

Violence Prevention Programs - Holmes County provides violence prevention programs focusing on alcohol, tobacco and other drugs through a partnership with the health department. Our district has a very low violence rate.

Nutrition Programs - PDLE participates in the free breakfast and free lunch program. We also work in conjunction with the Holmes County Health Department and CARE to provide education in nutrition and healthy lifestyle choices.

Adult Education - These programs are not provided through Holmes County Schools. The district contracts with Washington-Holmes Technical Center to provide adult education services.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
DeAnn Brooks	Parent
Karen Byrd	Parent
Cindy Wilson	Parent
Rob Carrerio	Parent
Scotty Prescott	Business/Community
Jared White	Business/Community
Magen Galloway	Teacher
Catherine Peel	Teacher
Becky Prescott	Education Support Employee
Penney Brooks	Teacher
Anissa Locke	Principal

### 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*

During the final SAC meeting of the 2013-2014 school year our parents that attended were given an opportunity to make recommendations/suggestions regarding the PIP. Parents were also asked to take the plan and read it and email or call Mrs. McInnis or Mrs. Price with any suggestions, etc. that they wished to make.

During the first SAC meeting of the 2014-2015 school year parents were once again reminded and asked to make suggestions regarding our PIP for this school year. No suggestions were made during the meeting; however Mrs. Brooks asked that they contact her via email or phone if they thought of something at a later time.

#### *Development of this school improvement plan*

The SAC is kept abreast of the school's assessment results throughout the year from Discovery Education and FCAT assessments. The SAC works with the Leadership Team and classroom teachers to help develop a plan of action to best meet the needs of our students using the accumulated data and the core materials from our reading, math, writing and science curriculum to develop the school improvement plan. Once the plan has been completed, each SAC member reviews the plan and makes suggestions that are taken back to the committee. Once the SAC finalizes the plan it is ready to be implemented by the school.

#### *Preparation of the school's annual budget and plan*

The SAC participates in deciding how monies provided for the year will be spent to meet students needs.

The SAC meets throughout the year to ensure funds are being spent accordingly for student needs and to address any issues or needs that may require additional funding other than what was projected in the initial meeting(s).

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

Budget for the 2014-2015 school year is \$2901.38.  
Accelerated Reading Incentives \$500.00

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

Yes

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

**Literacy Leadership Team (LLT)****Membership**

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

Name	Title
Locke, Anissa	Principal
McInnis, Tonya	Assistant Principal
Brooks, Penney	Instructional Coach
Bell, Elaine	Guidance Counselor
Goddin, Angie	Teacher, K-12
Peel, Catherine	Teacher, K-12
English, Craig	Teacher, ESE

**Duties*****Describe how the LLT promotes literacy within the school***

For the 2014-2015 school year, the Literacy Leadership Team will focus on the continued implementation of the Common Core State Standards and support for text complexity. The reading coach and classroom teachers will focus on support for instructional skills needed to improve reading comprehension. This includes ensuring that text complexity, along with close reading and rereading of texts, is central to lessons; providing scaffolding that does not preempt or replace text reading by students; emphasizing students supporting their answers based upon evidence from the text; and providing extensive research and writing opportunities (claims and evidence).

**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**

Our teachers meet as team at least one time per week to plan collaboratively, and gather materials for their lessons. At this time they also data collected from previous assessments and use that data to guide their instruction for the following wee. Our teachers are encouraged to attend trainings as a team when necessary and to work together to implement new ideas into their daily curriculum.

Grade Levels are required to meet with our leadership team once per week. This meeting encompasses, but is not limited to: professional development, data analysis, MTSS and child study procedures, concerns, etc

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

The principal will only hire highly qualified teachers holding a degree in the area that needs to be filled. The principal will meet regularly with new teachers and provide them support through a mentor teacher. The mentor teacher, who is the grade level chairperson, will meet with the new teacher at least once a

week, or more often if needed, to go over classroom management strategies, school procedures, curriculum and other areas as needed. The principal will also ensure that opportunities are provided for professional development for all employees to encourage high quality instruction in the classroom.

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

New and newly transferred teachers are entered into our Teacher Mentoring Program for one year, or as deemed necessary by the administration. The principal is in charge of setting up the mentoring program with the mentor, who is the grade level chairperson. The principal meets during pre-school with the new teacher to go over the core curriculum, teacher handbook and answer any questions that the new teacher might have about our school. The grade level chairperson meets weekly with the new teacher, or more often if needed. These meetings move through three stages throughout the year. The first stage focuses on practical skills and information - where to order supplies, how to organize the classroom to maintain order and ease in movement, where to locate instructional materials. The second stage concentrates more on the art and science of teaching while polishing classroom management skills. The third stage shifts its focus to a deeper understanding of instructional strategies and ongoing professional growth moving the new teacher beyond the plan-teach-evaluate mode to a higher level of joint assessment and reflection. At the end of the school term the new teacher, mentor and principal meet to evaluate the success of the mentoring program. Each participant is asked to complete an evaluation of the mentoring process before the meeting. The evaluations are reviewed along with the quality of classroom learning (data review).

## **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***

Our core instructional materials are purchased via the district after a thorough analysis of the materials provided by publishers wishing to be adopted by the district. Before casting our vote our teachers take their grade-level materials and carefully evaluate them to determine their strengths and weakness and ensure that the programs correlate with the state standards. Only state "standards" aligned core instructional materials are purchased.

#### **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***

Our faculty works diligently to meet the needs of our students by providing them with several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills. After our student data is carefully analyzed, our teachers pinpoint student areas of concern and begin to plan their instruction according to the needs of the students. For example grades 3-5 will first analyze the previous year's FCAT results to determine the area in which each student displays academic deficits. The teachers then have a baseline with which to work and gear instruction to meet those needs. As the year progress and DEA assessments, core assessments, etc. are taken the data from those assessments is then used to determine mastery of specific skill and as well as the need for remediation of specific skills. Grades K-2 use DEA data from the previous school year and proceed forth as the 3-5 teachers do. Students are provided with appropriate levels of challenge according to their academic readiness.

PDLE teachers also accommodate students by varying content, learning materials, methods of instruction and assessment within certain parameters. Therefore they are able to provide personalized instruction while maintaining learning objectives. As they make accommodations and modify their instruction the course's objectives, as well as the objectives for individual tasks are kept in focus.

***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:**

Extended learning opportunities are provided outside of the school day through the WINGS after school program. WINGS (Winning Intellectually and Gaining Safety) is a program that provides expanded learning opportunities for children outside the regular school hours in a safe and supervised environment. The overall goals of WINGS is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS promotes educational and social benefits and positive behavioral changes. The program will be housed in five schools throughout the county and operate four days a week for a minimum of 12 hours. In order to meet its goals and objectives, the project will focus on the following program activities: 1) enrichment and remedial reading education activities and academic enrichment learning programs; 2) mathematics and science educational activities; 3) recreational activities; 4) character education; 5) homework completion; and 6) promote parental involvement and family literacy. Student eligibility is determined by student need based upon data; students of highest need will be given priority. Those students scoring Level 1 and 2 on FCAT and/or DEA assessments will be eligible for these activities. Research-based online reading and math programs will be implemented for students who scored L1 and L2 on FCAT Reading and/or Math. All sites will use certified teachers to teach various reading activities and strategies to improve academic achievement that aligns with school day activities. The teacher to student ratio will be 1:15.

**Strategy Rationale**

The WINGS program provides students with quality educational, recreational, and developmental services. Through this program students become successful learners because they receive immediate support and feedback regarding the skills they are learning as well as the skills that are being readdressed and reinforced.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Locke, Anissa, lockea@hdsb.org

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

Assessments will be collected periodically during the program and summarized into an evaluation report which will identify progress and achievement of approved WINGS goals and objectives. Teachers will communicate with after school tutors on student placement and progress. WINGS staff will utilize the Just Read, Florida! Website (<http://www.justreadflorida.com>) and the Just Read, Families! Website (<http://www.justreadfamilies.com>) for the latest online reading recommendations. Educational field trips will be provided to reinforce learning activities.

## 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.** Teacher will utilize writing across the curriculum, requiring evidence from texts as responses and providing specific feedback for revision based upon FSA scoring rubrics in order for students to perform at the 50th percentile in ELA, as compared to the state.
  
- G2.** Student and teacher engagement will be increased by using quality questioning strategies in all content areas to support intellectual achievement at high levels. With learners engaged in constructing their own meaning, we expect our students to achieve at the 75th percentile or above in Math and Science, as compared to the state.

## 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.** Teacher will utilize writing across the curriculum, requiring evidence from texts as responses and providing specific feedback for revision based upon FSA scoring rubrics in order for students to perform at the 50th percentile in ELA, as compared to the state. 1a

G048605

**Targets Supported** 1b

Indicator	Annual Target
	50.0

**Resources Available to Support the Goal** 2

- Writing workshop provided by DA team for grades 4 and 5 on November 10th and for grades K-3 in the spring.
- 4th and 5th grade writing portfolios K-3 writing samples

**Targeted Barriers to Achieving the Goal** 3

- New Florida ELA Assessment (writing portion)
- Teachers past writing experience

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

Students will be given at least 3 writing prompts during the course of the school year to determine their growth and development in the area of writing. These prompts will be scored using the new FSA style rubric.

**Person Responsible**

Penney Brooks

**Schedule**

**Evidence of Completion**

Student writing samples will be gathered during the year to monitor student progress as it relates to our school-wide writing goal.

**G2.** Student and teacher engagement will be increased by using quality questioning strategies in all content areas to support intellectual achievement at high levels. With learners engaged in constructing their own meaning, we expect our students to achieve at the 75th percentile or above in Math and Science, as compared to the state. 1a

G044627

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	75.0
FSA - English Language Arts - Proficiency Rate	75.0
FCAT 2.0 Science Proficiency	75.0

**Resources Available to Support the Goal** 2

- Teachers will utilize the Reading Street (grades K-1) and Journeys (grades 2-5) core reading series and the Tyner Small-Group Reading Instruction model and materials (grades K-2). Both of the core reading programs are correlated to the Common Core State Standards.
- Teachers will utilize the newly updated core math series GoMath in grades K-5 which is correlated to the new Common Core State Standards.
- All teachers will participate in a book study on quality questioning and implement newly developed strategies in the classroom to foster student engagement across the curriculum.
- All teachers will participate in training regarding Webb's Depth of Knowledge on Dec. 3rd. This training is designed to help teachers enhance their understanding and use of effective/quality questioning.

**Targeted Barriers to Achieving the Goal** 3

- New Florida Standards as compared to Next Generation Sunshine State Standards (NGSS)
- New Florida Standards Assessment (FSS) as compared to the FCAT 2.0

**Plan to Monitor Progress Toward G2.** 8

Discovery Education Assessment, FSA Assessment, Teacher feedback regarding use of quality questioning

**Person Responsible**

Anissa Locke

**Schedule**

**Evidence of Completion**

Discovery Education Assessment results for grades K-5 throughout the year (3-4 times) and yearly FSA results for grades 3-5, Feedback documentation in 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.** Teacher will utilize writing across the curriculum, requiring evidence from texts as responses and providing specific feedback for revision based upon FSA scoring rubrics in order for students to perform at the 50th percentile in ELA, as compared to the state. **1**

 G048605

**G1.B1** New Florida ELA Assessment (writing portion) **2**

 B121265

**G1.B1.S1** Teachers will be presented with opportunities to learn about the new (FSA) rubric that will be used to score the writing portion of the ELA assessment. **4**

 S133217

### Strategy Rationale

By providing teachers with training that focuses on the new rubric, they will be able to use the training provided and the the rubric to guide their planning, and help students with their writing needs based upon areas of strengths and weaknesses.

### Action Step 1 **5**

DA Writing Workshop for grades 4 and 5 on November 10th  
K-2 w2ill receive this training in the spring  
The school's reading coach and other leadership team members will assist the DA group with the workshop as needed and will take the provided training and follow-up throughout the year to ensure proper implementation, guidance and modeling as needed.

#### Person Responsible

Penney Brooks

#### Schedule

#### Evidence of Completion

DA will provide a workshop that provides teachers with training and practice in understanding and using the new writing assessment rubric.

**Action Step 2** 5

School Based Writing Activities for all grades

Grades 4 and 5 will be FSA rubric specific

Grades K-2 will follow the rubrics presented in the core language arts program for this year and will begin their transition after their spring training.

**Person Responsible**

Penney Brooks

**Schedule**

***Evidence of Completion***

The school curriculum coordinator will work with teachers to assess student writing activities and develop plans based upon needs of the students.

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

We will have an ongoing PLC in which the instructional coach and leadership team discusses with all teachers their scores, areas of concern, and address any questions regarding the new FSA rubric (4th and 5th ) core rubric for K-2. The leadership team, which includes the school's instructional coach, will ensure that the faculty as a whole understands the new standards in all areas and can deliver them confidently by offering professional develop (within the school) that encompasses the studying and implementing the new standards. This information will be built upon on a regular basis and any updates from the state will be immediately added to our professional development

**Person Responsible**

Penney Brooks

**Schedule**

***Evidence of Completion***

Students (writing) baseline data, assigned writing activities, writing data Classroom observations, grade-level planning, assistance from leadership team, continuous in-house professional development regarding the new standards and their implementation.

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

Writing will be monitored via writing results, walk-through(s), team meeting agenda/notes

**Person Responsible**

Tonya McInnis

**Schedule**

***Evidence of Completion***

Writing results, walk-through(s), team meeting agenda/notes

**G1.B2 Teachers past writing experience** 2

 B121266

**G1.B2.S1 Teachers will be provided with training and in-house support to help with implementation of new strategies related to the new writing assessment.** 4

 S133247

**Strategy Rationale**

By providing teachers with training and support they will become more comfortable with teaching writing and keeping students engaged in writing.

**Action Step 1** 5

Professional Learning Community--Provide teachers with continuous training in understanding and utilizing the new ELA writing rubric. (This will take place after the initial DA training).

**Person Responsible**

Penney Brooks

**Schedule**

***Evidence of Completion***

Sample student writings that evidence the use of the new writing rubric. These samples will include first drafts and at least one revision.

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

All teachers will participate in a continuous PLC that focuses on providing them with support as they implement the new language arts item specifications and new writing strategies in their classroom(s). The LLT which includes the instructional coach will take part in classroom writing sessions to ensure the teachers are understanding and correctly implementing the new standards throughout their lessons.

**Person Responsible**

Penney Brooks

**Schedule**

***Evidence of Completion***

Writing data, PLC activities (book study, pair and share among teachers, etc), student writing journals, as well as documented use of language arts item specifications per teachers' lesson plans and team and grade-level meetings.

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

Writing will be monitored via writing results, walk-through(s), team meeting agenda/notes

**Person Responsible**

Tonya McInnis

**Schedule**

***Evidence of Completion***

Walk-Through results, meeting agenda/notes, student data

**G2.** Student and teacher engagement will be increased by using quality questioning strategies in all content areas to support intellectual achievement at high levels. With learners engaged in constructing their own meaning, we expect our students to achieve at the 75th percentile or above in Math and Science, as compared to the state. 1

G044627

**G2.B1** New Florida Standards as compared to Next Generation Sunshine State Standards (NGSS) 2

B109827

**G2.B1.S1** Provide professional development opportunities for all teachers in reference to understanding and implementing the New Florida (ELA) Standards. 4

S121318

### Strategy Rationale

By providing professional development regarding the new standards, teachers will feel more equipped to provide quality effecting strategies in their classrooms.

### Action Step 1 5

Conduct a Professional Learning Community by using a book study to to enhance teachers' ability to implement quality questioning in the classroom. 2.Continued implementation of Tyner Small-Group Reading Instruction Model  
3. Provide training regarding the understanding and use of quality questioning.

#### Person Responsible

Penney Brooks

#### Schedule

#### Evidence of Completion

Teacher sign-in sheets and walk-throughs

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

The principal and assistant principal will monitor for fidelity of implementation by conducting classroom walk-throughs. The principal and reading-instructional coach/curriculum coordinator will also meet with grade level teams as needed to analyze data and address areas of concern. After DOK (depth-of-knowledge) training the implementation of quality questioning will be monitored by the LLT via classroom observations, lesson plans, and student assessment data.

**Person Responsible**

Anissa Locke

**Schedule**

***Evidence of Completion***

Teacher evaluations, meeting agendas, progress monitoring assessments, classroom observations and classroom data

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

Discovery Education Assessment data and FSA data, Student work samples

**Person Responsible**

Anissa Locke

**Schedule**

***Evidence of Completion***

End of the year Discovery Education Assessment results for grades K-2 and FSA results for grades 3-5

**G2.B2** New Florida Standards Assessment (FSS) as compared to the FCAT 2.0 **2**

 B121205

**G2.B2.S1** Provide teachers with training and support as they implement the new Florida standards **4**

 S138724

**Strategy Rationale**

If teachers are provided with proper support and training as they plan for and implement the new Florida standards, they will feel more confident in their understanding, instruction, and implementation of the new state standards.

**Action Step 1** **5**

Teachers will receive training regarding the new Florida standards, their implementation, how to use item specifications to guide lessons, and how ensure all standards receive instruction on all assessed standards. During this training they will develop curriculum maps to help ensure each standard is taught. Teachers will also receive training on how to use quality questioning across the curriculum.

**Person Responsible**

Tonya McInnis

**Schedule**

***Evidence of Completion***

Teachers will provide copies of their completed curriculum maps to ensure completion of the workshop requirements and evidence their implementation of the new standards.

**Action Step 2** **5**

Teachers will receive training regarding Webb's Depth of Knowledge. This training is designed to help teachers be able to apply through their quality questioning and selection of tasks the appropriate depth of knowledge for their instruction. As a result students should be ready for the standards and how they will be assessed in the Spring. It is also a nice supplement to the Quality Questioning book study you are going to do

**Person Responsible**

Penney Brooks

**Schedule**

***Evidence of Completion***

Evidence will be gathered throughout the year via classroom observations, student test data, team meeting notes, lesson plans, and PLC discussions.

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

Walk-through observations will be used to check the implementation of new standards. Grade-Level meetings will allocate time to discuss the new standards and questions, suggestions, comments, etc. regarding implementation. Quality questioning will be monitored for fidelity via classroom observations, student engagement, student reciprocation of questioning strategies.

**Person Responsible**

Tonya McInnis

**Schedule**

**Evidence of Completion**

The classroom observation instrument will be used to monitor implementation of new standards. Student growth on DEA assessments will also be used to monitor instruction of standards.

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

The effectiveness of implementation will be monitored by analyzing student success within the core programs via student grades. This will be checked through FOCUS

**Person Responsible**

Anissa Locke

**Schedule**

**Evidence of Completion**

Student grades as documented in FOCUS and DEA assessment data will be analyzed at the conclusion of each testing cycle.(quarterly)

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Conduct a Professional Learning Community by using a book study to enhance teachers' ability to implement quality questioning in the classroom. 2.Continued implementation of Tyner Small-Group Reading Instruction Model 3. Provide training regarding the	Brooks, Penney	Teacher sign-in sheets and walk-throughs	biweekly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	understanding and use of quality questioning.				
G1.B1.S1.A1	DA Writing Workshop for grades 4 and 5 on November 10th K-2 will receive this training in the spring The school's reading coach and other leadership team members will assist the DA group with the workshop as needed and will take the provided training and follow-up throughout the year to ensure proper implementation, guidance and modeling as needed.	Brooks, Penney	DA will provide a workshop that provides teachers with training and practice in understanding and using the new writing assessment rubric.	semiannually	
G1.B2.S1.A1	Professional Learning Community-- Provide teachers with continuous training in understanding and utilizing the new ELA writing rubric. (This will take place after the initial DA training).	Brooks, Penney	Sample student writings that evidence the use of the new writing rubric. These samples will include first drafts and at least one revision.	quarterly	
G2.B2.S1.A1	Teachers will receive training regarding the new Florida standards, their implementation, how to use item specifications to guide lessons, and how ensure all standards receive instruction on all assessed standards. During this training they will develop curriculum maps to help ensure each standard is taught. Teachers will also receive training on how to use quality questioning across the curriculum.	McInnis, Tonya	Teachers will provide copies of their completed curriculum maps to ensure completion of the workshop requirements and evidence their implementation of the new standards.	one-time	
G1.B1.S1.A2	School Based Writing Activities for all grades Grades 4 and 5 will be FSA rubric specific Grades K-2 will follow the rubrics presented in the core language arts program for this year and will begin their transition after their spring training.	Brooks, Penney	The school curriculum coordinator will work with teachers to assess student writing activities and develop plans based upon needs of the students.	every-2-months	
G2.B2.S1.A2	Teachers will receive training regarding Webb's Depth of Knowledge. This training is designed to help teachers be able to apply through their quality questioning and selection of tasks the appropriate depth of knowledge for their instruction. As a result students should be ready for the standards and how they will be assessed in the Spring. It is also a nice supplement to the Quality Questioning book study you are going to do	Brooks, Penney	Evidence will be gathered throughout the year via classroom observations, student test data, team meeting notes, lesson plans, and PLC discussions.	one-time	
G1.MA1	Students will be given at least 3 writing prompts during the course of the school year to determine their growth and development in the area of writing.	Brooks, Penney	Student writing samples will be gathered during the year to	quarterly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	These prompts will be scored using the new FSA style rubric.		monitor student progress as it relates to our school-wide writing goal.		
G1.B1.S1.MA1	Writing will be monitored via writing results, walk-through(s), team meeting agenda/notes	McInnis, Tonya	Writing results, walk-through(s), team meeting agenda/notes	quarterly	
G1.B1.S1.MA1	We will have an ongoing PLC in which the instructional coach and leadership team discusses with all teachers their scores, areas of concern, and address any questions regarding the new FSA rubric (4th and 5th ) core rubric for K-2. The leadership team, which includes the school's instructional coach, will ensure that the faculty as a whole understands the new standards in all areas and can deliver them confidently by offering professional development (within the school) that encompasses the studying and implementing the new standards. This information will be built upon on a regular basis and any updates from the state will be immediately added to our professional development	Brooks, Penney	Students (writing) baseline data, assigned writing activities, writing data Classroom observations, grade-level planning, assistance from leadership team, continuous in-house professional development regarding the new standards and their implementation.	monthly	
G1.B2.S1.MA1	Writing will be monitored via writing results, walk-through(s), team meeting agenda/notes	McInnis, Tonya	Walk-Through results, meeting agenda/notes, student data	quarterly	
G1.B2.S1.MA1	All teachers will participate in a continuous PLC that focuses on providing them with support as they implement the new language arts item specifications and new writing strategies in their classroom(s). The LLT which includes the instructional coach will take part in classroom writing sessions to ensure the teachers are understanding and correctly implementing the new standards throughout their lessons.	Brooks, Penney	Writing data, PLC activities (book study, pair and share among teachers, etc), student writing journals, as well as documented use of language arts item specifications per teachers' lesson plans and team and grade-level meetings.	quarterly	
G2.MA1	Discovery Education Assessment, FSA Assessment, Teacher feedback regarding use of quality questioning	Locke, Anissa	Discovery Education Assessment results for grades K-5 throughout the year (3-4 times) and yearly FSA results for grades 3-5,	quarterly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Feedback documentation in meeting notes		
G2.B1.S1.MA1	Discovery Education Assessment data and FSA data, Student work samples	Locke, Anissa	End of the year Discovery Education Assessment results for grades K-2 and FSA results for grades 3-5	annually	
G2.B1.S1.MA1	The principal and assistant principal will monitor for fidelity of implementation by conducting classroom walk-throughs. The principal and reading-instructional coach/curriculum coordinator will also meet with grade level teams as needed to analyze data and address areas of concern. After DOK (depth-of-knowledge) training the implementation of quality questioning will be monitored by the LLT via classroom observations, lesson plans, and student assessment data.	Locke, Anissa	Teacher evaluations, meeting agendas, progress monitoring assessments, classroom observations and classroom data	biweekly	
G2.B2.S1.MA1	The effectiveness of implementation will be monitored by analyzing student success within the core programs via student grades. This will be checked through FOCUS	Locke, Anissa	Student grades as documented in FOCUS and DEA assessment data will be analyzed at the conclusion of each testing cycle.(quarterly)	quarterly	
G2.B2.S1.MA1	Walk-through observations will be used to check the implementation of new standards. Grade-Level meetings will allocate time to discuss the new standards and questions,suggestions, comments, etc. regarding implementation. Quality questioning will be monitored for fidelity via classroom observations, student engagement, student reciprocation of questioning strategies.	McInnis, Tonya	The classroom observation instrument will be used to monitor implementation of new standards. Student growth on DEA assessments will also be used to monitor instruction of standards.	biweekly	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teacher will utilize writing across the curriculum, requiring evidence from texts as responses and providing specific feedback for revision based upon FSA scoring rubrics in order for students to perform at the 50th percentile in ELA, as compared to the state.

### **G1.B1** New Florida ELA Assessment (writing portion)

**G1.B1.S1** Teachers will be presented with opportunities to learn about the new (FSA) rubric that will be used to score the writing portion of the ELA assessment.

#### **PD Opportunity 1**

DA Writing Workshop for grades 4 and 5 on November 10th K-2 will receive this training in the spring. The school's reading coach and other leadership team members will assist the DA group with the workshop as needed and will take the provided training and follow-up throughout the year to ensure proper implementation, guidance and modeling as needed.

##### **Facilitator**

DA Support Staff PDLE Leadership Team

##### **Participants**

4th and 5th grade teachers November 10th School leadership team (Both sessions) K-2 spring training session

##### **Schedule**

#### **PD Opportunity 2**

School Based Writing Activities for all grades Grades 4 and 5 will be FSA rubric specific. Grades K-2 will follow the rubrics presented in the core language arts program for this year and will begin their transition after their spring training.

##### **Facilitator**

School based LLT

##### **Participants**

Teachers in grades 4-5 semesters 1 & 2 Teachers in grades K-3 semester 2

##### **Schedule**

## **G1.B2** Teachers past writing experience

**G1.B2.S1** Teachers will be provided with training and in-house support to help with implementation of new strategies related to the new writing assessment.

### **PD Opportunity 1**

Professional Learning Community--Provide teachers with continuous training in understanding and utilizing the new ELA writing rubric. (This will take place after the initial DA training).

#### **Facilitator**

School Leadership Team

#### **Participants**

Grades 4-5 --Teachers 1st Semester Sessions Grades K-5 2nd Semester Sessions

#### **Schedule**

**G2.** Student and teacher engagement will be increased by using quality questioning strategies in all content areas to support intellectual achievement at high levels. With learners engaged in constructing their own meaning, we expect our students to achieve at the 75th percentile or above in Math and Science, as compared to the state.

## **G2.B1** New Florida Standards as compared to Next Generation Sunshine State Standards (NGSS)

**G2.B1.S1** Provide professional development opportunities for all teachers in reference to understanding and implementing the New Florida (ELA) Standards.

### **PD Opportunity 1**

Conduct a Professional Learning Community by using a book study to to enhance teachers' ability to implement quality questioning in the classroom. 2.Continued implementation of Tyner Small-Group Reading Instruction Model 3. Provide training regarding the understanding and use of quality questioning.

#### **Facilitator**

PDLE Leadership Team (which includes our instructional coach)

#### **Participants**

Elementary teachers Leadership team (which includes our instructional coach)

#### **Schedule**

**G2.B2** New Florida Standards Assessment (FSS) as compared to the FCAT 2.0

**G2.B2.S1** Provide teachers with training and support as they implement the new Florida standards

**PD Opportunity 1**

Teachers will receive training regarding the new Florida standards, their implementation, how to use item specifications to guide lessons, and how to ensure all standards receive instruction on all assessed standards. During this training they will develop curriculum maps to help ensure each standard is taught. Teachers will also receive training on how to use quality questioning across the curriculum.

**Facilitator**

PDLE Administrative Staff

**Participants**

K-5 teachers

**Schedule**

**PD Opportunity 2**

Teachers will receive training regarding Webb's Depth of Knowledge. This training is designed to help teachers be able to apply through their quality questioning and selection of tasks the appropriate depth of knowledge for their instruction. As a result students should be ready for the standards and how they will be assessed in the Spring. It is also a nice supplement to the Quality Questioning book study you are going to do

**Facilitator**

Martha Gioielli with assistance from the PDLE Leadership Team as needed.

**Participants**

All K-5 teachers PDLE Leadership Team

**Schedule**

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teacher will utilize writing across the curriculum, requiring evidence from texts as responses and providing specific feedback for revision based upon FSA scoring rubrics in order for students to perform at the 50th percentile in ELA, as compared to the state.	1,200
<b>Goal 2:</b> Student and teacher engagement will be increased by using quality questioning strategies in all content areas to support intellectual achievement at high levels. With learners engaged in constructing their own meaning, we expect our students to achieve at the 75th percentile or above in Math and Science, as compared to the state.	1,375
<b>Grand Total</b>	<b>2,575</b>

**Goal 1: Teacher will utilize writing across the curriculum, requiring evidence from texts as responses and providing specific feedback for revision based upon FSA scoring rubrics in order for students to perform at the 50th percentile in ELA, as compared to the state.**

Description	Source	Total
<b>B1.S1.A1</b> - Substitute Teachers	Title I Part A	1,000
<b>B1.S1.A2</b> - Funds will be used for accessing and copying writing materials.	Title I Part A	200
<b>Total Goal 1</b>		<b>1,200</b>

**Goal 2: Student and teacher engagement will be increased by using quality questioning strategies in all content areas to support intellectual achievement at high levels. With learners engaged in constructing their own meaning, we expect our students to achieve at the 75th percentile or above in Math and Science, as compared to the state.**

Description	Source	Total
<b>B1.S1.A1</b> - Purchase books for book studies	Title I Part A	1,275
<b>B2.S1.A2</b>	Title I Part A	100
<b>Total Goal 2</b>		<b>1,375</b>