

Dr. Robert B. Ingram/Opa Locka Elementary School

600 AHMAD ST, Opa Locka, FL 33054

<http://drrbi.dadeschools.net/>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

99%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	40

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Dr. Robert B. Ingram Elementary we guide, we challenge, we motivate and we learn in a safe and nurturing environment.

Provide the school's vision statement

All members of the Dr. Robert B. Ingram Elementary community will excel academically, emotionally, and socially. At Dr. Robert B. Ingram Elementary we believe students will perform at their optimal potential each and every day. Leadership, including student personal growth and responsibility focuses on developing student leaders through various programs throughout the school year. A discipline plan that includes positive behavior support where students recite the daily affirmation which consists of statements that encourage students to be proactive and responsible for their behavior, learning goals, and progress. Students are engaged in the collection and interpretation of their data, in addition to becoming fully aware of their academic and behavioral goals, current levels of performance, and future performance targets.

School Environment

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

The staff has recognized the importance of building strong teacher -student relationships and that understanding the culture of the students is vital. Therefore, students are encouraged to speak about their real life experiences as it connects to classroom lessons. Student collaboration is also done on a daily basis and allows the teachers to observe and communicate with small groups of students to gain knowledge of the students' view and perspective of various matters. This also allows the teachers to share their commonalities with students.

Parent conferences are also held to develop positive home -school relationships. Having knowledge of the students' background helps teachers to better understand and address students' needs. Students are also given projects to display facets of their culture and share with their classmates.

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

According to the most current student climate survey, Advance ED survey, 90% of the students feel that their school is a safe environment. It was also noted in the survey that 94% felt that their teachers and peers respect them. In order to increase the percentage of the students that feel safe and respected we have incorporated a morning plan in which the students are under staff supervision before school. All students are placed in the cafeteria until they are picked up by their classroom teachers. Also, students are escorted to the restroom by their teachers to ensure that they are safe and playful behavior is minimized. This also allows for restroom breaks to be done in a timely manner and classroom instruction disruptions are eliminated. Students recite our daily school affirmation regarding respecting others and being responsible for their actions. Therefore, they are constantly reminded of being respectful of themselves and others. In order to ensure that the students are dismissed in a timely and safe manner, all teachers have been assigned to after school posts. The students are escorted out of the building and the teachers and administrators are present to prevent any mishaps.

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

In order to minimize school-wide distractions each teacher has classroom rules and expectations. Students also recite the Daily School Affirmation which consists of statements that encourage students to be proactive and responsible for their behavior, learning goals and progress. Students are engaged in the collection and interpretation of their data and are fully aware of their academic and behavior goals. Students are also recognized constantly for displaying appropriate behavior. There is also a cafeteria behavior plan in place to reward students for appropriate behavior beyond the classroom. In addition, there is a Positive Behavior Coach available for students to complete their work in an alternate environment and receive positive behavior strategies that can be implemented when students are returned to the regular classroom setting.

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

The students' social-emotional needs are met through various avenues within the school and by outside agencies. The school counselor provides classroom, individual, and group sessions regarding social - emotional needs. Outside agencies are also utilized when there is a need beyond the services in which the school counselor cannot provide. The social worker also provides additional resources for students and parents when needed to address items beyond the school setting. Some examples may be assistance with utility bills, housing, or nutritional needs. Our school is also equipped with a HealthConnect clinic in which the students can receive basic medical care if needed. Vision and hearing screenings are also administered at the school to assess if students are experiencing any visual or hearing deficiencies which may affect their academic and social-emotional progress.

Early Warning Systems

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

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

Dr. Robert B. Ingram Elementary “Early Warning System” Team includes the Principal, Assistant Principal, Counselor, Social Worker and Psychologist. The team meets regularly to identify students who exhibit “at-risk” factors in the areas of academic performance, excessive absences and the number of disciplinary incidents. The data is analyzed and used to provide targeted resources to teachers and students. We believe strongly that doing well in school is important and critical to a successful elementary school experience.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	34	26	17	23	13	19	132
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	21	30	97
	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The intervention strategies implemented to improve academic performance are differentiated instruction and an extra hour of reading intervention during the extended school day. Computer programs used to differentiate instruction are: I-Ready Read and Reading Plus. We want to ensure that students have the support needed to succeed in school and have a support system that exists within the school and beyond our school walls. This system includes teachers working as a team to support identified students and bringing in community partners to establish after school clubs and activities.

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

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

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
Clay, Cynthia	Principal
Moorer, Tonya	Assistant Principal
Moriarity, Betty	Instructional Coach
Rodriguez, Adeline	Instructional Coach

Duties

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

The Dr. Robert B. Ingram Elementary School Leadership Team includes: Principal-Dr. Cynthia Clay, Assistant Principal- Ms. Tonya Moorer, Reading Coach- Mrs. Betty Moriarty , and Mathematics Coach- Mrs. Adeline Rodriguez. The leadership team meets on a weekly basis to discuss school-wide data, standards,dicipline, and daily classroom walkthroughs.

The team ensures the alignment of policies and procedures across school, district, and state levels. The instructional coaches provide assistance to identified staff members with a primary focus on the New Florida Stardards and Differentiated Instruction.

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

Dr. Robert B. Ingram Elementary will utilize data to drive instructional decisions and system procedures for all students by adjusting the delivery of curriculum and instruction to meet specific needs of students and creating student growth trajectories in order to identify and develop interventions. In addition, allocation adjustments of school-based resources, the delivery of behavior managements systems and driving decisions regarding targeted professional development for teachers will be implemented in order to address students' needs. The Principal and Assistant Principal will ensure alignment of policies and procedures across school, district, and state levels. The Administration and Coaches will meet with all stakeholders to discuss student progress and review the SIP monthly to ensure compliance and suggest adjustments as needed. The Team will meet monthly to review student data, set goals to address student needs, and monitor the data in order to guide instruction. This process is ongoing to support planning, implementing and evaluating effectiveness of services. All outcomes will be communicated with stakeholders and celebrating school wide success frequently

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cynthia Clay	Principal
Cassandra Pressley	Teacher
Linda Brent	Teacher
Adeline Rodriguez	Teacher
Cedric Ward	Teacher
Marisa Mocerri	Teacher
Fatima Roman	Teacher
Sherelean Edwards	Education Support Employee
Catheleen Burbank	Education Support Employee
Jamica Johnson	Parent
Arana Cedeno	Parent
Shakira Rutledge	Parent
Kat Trody	Parent
Cloreath Leath	Parent
Ligia Rodriguez	Parent
Romiyah Ferguerson	Student
Sequoia Bethel	Student
Delores Ingram	Business/Community
Makhi Braverman	Business/Community
	Student
Keith Lewis	Parent
Latoya Bethel	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC monitored the school improvement plan throughout the year as noted in the SAC minutes. Changes were discussed and completed as needed.

Development of this school improvement plan

The 2013-14 school improvement plan and student performance data was reviewed by SAC members. The SAC committee provided feedback and recommendations for the 2014-15 school improvement plan.

Preparation of the school's annual budget and plan

The preparation of the school's annual budget and plan is developed by all stakeholders. The stakeholders ensure that appropriate personnel, school supplies, parental resources and department chairpersons funds are allocated to effectively address the needs of all stakeholders.

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

The SAC funds \$1780 will be utilized to purchase student incentives and classroom supplies to enhance student performance.

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
Clay, Cynthia	Principal
Moorer, Tonya	Assistant Principal
Moriarity, Betty	Instructional Coach
Rodriguez, Adeline	Instructional Coach
Pierre-Joseph, Alette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

We want students to read more. We want them to enjoy reading. We know that reading builds vocabulary, fluency, and background knowledge and at Dr. Robert B. Ingram Elementary we firmly believes in promoting literacy and encouraging students to become strong and capable readers by exposing them to a wide variety of genres and text. The team uses established literacy goals this year based on school reading data. The team will meet monthly to assess progress towards accomplishing our goals. We have implemented the following to create a school wide reading culture to support literacy in a variety of ways:

1. Set aside time for independent reading. All classes are scheduled 30 minutes weekly media time. Students are encouraged to check out books that interests them. Teachers encourage students to read independently daily.
2. Classroom environments are full of print, word walls, books, and reading materials – that not only support the new standards, but also provide a setting that encourages and supports speaking, listening, reading, and writing in a variety of authentic ways – through print & technology.
3. Family Literacy nights.

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

The school's strategies to encourage positive working relationships with teachers are Collaborative Planning, and Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made during the collaboration.

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

1. Utilize the Miami-Dade County Public Schools' "Teacher Match" program to search for qualified teacher candidates.
2. Establish and maintain relationships with colleges and officials in the field of education.
3. Participate in jobs fairs designed to identify qualified instructional applicants.

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

Colleagues Coaching Colleagues

Teachers will be paired according to grade level and subject matter.

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

Dr. Robert B. Ingram Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, mathematical and writing curriculum that aligns to the standards. This supports a deeper level of comprehension and provide opportunities for growth in instructional practice, curriculum and the standards.

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

Data is the driving force for all classroom instructions. Students are grouped according to data and given differentiated activities to address their individual needs. Groups are adjusted as needed. Students are also provided intervention or enrichment for one additional hour daily. The master schedule includes uninterrupted 90 minute reading block, an additional 60 minute intervention block and uninterrupted 90 minute mathematical block.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

All students receive one additional hour of reading instruction within the school day. Saxon, Wonder Works and I-Ready Reading and Math programs are used to provide intervention or enrichment to students.

Strategy Rationale

The students are placed into small groups according to the data to ensure they are receiving the appropriate intervention.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clay, Cynthia, cclay@dadeschools.net

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

On-going progress monitoring for all students on a bimonthly basis. The Leadership Team will collect and analyze data to determine the effectiveness of strategies.

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

Title I Administration assists Dr. Robert B. Ingram Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In the Opa-Locka community, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. There is also a transition to Kindergarten program that takes place at the end of each year. This program allows surrounding Pre-K facilities to visit the school and participate in Kindergarten classroom activities to assist in ensuring smooth transition for students.

At Dr. Robert B. Ingram Elementary School, all incoming Kindergarten students are assessed during the first 30 days in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and needs for changes to the instructional/intervention programs.

Students transitioning to middle school have the opportunity to visit the feeder pattern school to learn about the campus and program offerings.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To increase teacher collaboration in the area of integrating Science, Technology, Engineering and Math (STEM) activities in the classroom.
- G3.** To increase the effectiveness of identifying students who are demonstrating early warning signs (EWS) to provide appropriate interventions and support.

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. To increase student achievement by improving core instruction in all content areas. 1a

G047959

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Reading - All Students	51.0
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Mathematics Florida Standards (MAFS) Item Specifications, Miami-Dade County Public Schools Pacing Guide, GO Math Florida Teachers Edition
- Language Arts Florida Standards (LAFS) Item Specifications, Miami-Dade County Public Schools Pacing Guide, FL Wonders Teachers Edition.
- Miami-Dade County Public Schools Science Pacing Guides, FCAT Item Specification, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education videos, Claims, Evidence and Reasoning Model (CER), Gizmos and J&J Bootcamp.

Targeted Barriers to Achieving the Goal 3

- Teachers have a limited understanding of planning and instructional strategies utilizing the Florida Standards to deliver instruction.
- The inconsistent use of the Next Generation Sunshine State Standards (NGSSS) does not ensure standards based instruction aligned to the cognitive complexity of the standards.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will review and analyze performance data.

Person Responsible

Cynthia Clay

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Results of performance data.

G2. To increase teacher collaboration in the area of integrating Science, Technology, Engineering and Math (STEM) activities in the classroom. 1a

G049993

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Miami-Dade Department of Mathematics and Science, District pacing guides, Essential Labs, AIMS Activity Books, Discovery Education, Gizmos 2.0, STEM Expo, Guest Speakers.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of hands-on activities and authentic student work that make connections to STEM related careers.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will review and analyze student performance data.

Person Responsible

Cynthia Clay

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Student performance data.

G3. To increase the effectiveness of identifying students who are demonstrating early warning signs (EWS) to provide appropriate interventions and support. 1a

G049994

Targets Supported 1b

Indicator	Annual Target
Retained Students	39.0
Attendance Below 90% Kindergarten	34.0
Attendance Below 90% Grade 01	26.0
Attendance Below 90% Grade 02	17.0
Attendance Below 90% Grade 03	23.0
Attendance Below 90% Grade 04	13.0
Attendance Below 90% Grade 05	19.0

Resources Available to Support the Goal 2

- School social worker, school counselor, before school tutoring, attendance incentives, perfect attendance posters, morning announcements recognizing perfect attendance.

Targeted Barriers to Achieving the Goal 3

- EWS data indicate that 23 percent of students in grades Kindergarten through fifth were absent 18 days or more.
- EWS data indicate that 39 percent of students were retained.

Plan to Monitor Progress Toward G3. 8

The Leadership Team will review and analyze reports.

Person Responsible

Cynthia Clay

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

District attendance reports, Fair data, discipline reports.

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. To increase student achievement by improving core instruction in all content areas. **1**

 G047959

G1.B1 Teachers have a limited understanding of planning and instructional strategies utilizing the Florida Standards to deliver instruction. **2**

 B119518

G1.B1.S1 Utilize the Florida Standards when planning for and delivering instruction. **4**

 S131375

Strategy Rationale

To ensure teachers are providing instruction aligned to standards which will increase overall student achievement.

Action Step 1 **5**

Provide professional development on the implementation of the Florida Standards.

Person Responsible

Cynthia Clay

Schedule

On 11/4/2014

Evidence of Completion

Professional development registration and sign-in sheets, PD follow-up activity, Lesson Plans/Observations

Action Step 2 5

Work collaboratively during common planning to create lesson plans using backwards planning.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Lesson Plans/Observations

Action Step 3 5

Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Lesson Plans/Observations

Action Step 4 5

Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.

Person Responsible

Adeline Rodriguez

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Lesson Plans/Observations

Action Step 5 5

Provide opportunities in all content areas to respond to text dependent questions and cite test evidence (ex, Claim, Evidence, Reasoning, analytic writing, open response) that demonstrates understanding of information of multiple source

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Observation and Coaching logs.

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

The Leadership Team will review lesson plans and conduct walkthroughs to ensure new standards are used for planning and delivering instruction.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Student work, administration observation, sign-in sheets from professional development sessions, sign-in sheets from collaborative planning sessions, and coaches logs will be used to ensure fidelity.

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

The Leadership Team will review and analyze performance data.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Results of performance data.

G1.B1.S2 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks 4

 S131735

Strategy Rationale

The use of the Gradual Release of Responsibility model is an evidence based system that has a direct impact on teacher performance and student outcomes when implemented with fidelity.

Action Step 1 5

Implement and monitor an Instructional Frameworks that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Lesson Plans/Observations

Action Step 2 5

Conduct Coaching cycles and model different components of the instructional framework based on need.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Teacher Modeling Forms and Coaching Logs

Action Step 3 5

Visit observational (model) classrooms and create a timeline for implementing effective lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Lesson plans/Observations

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

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Administration observation, lesson plans and coaching logs.

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

Walk throughs will be conducted to ensure the gradual release model is being implemented effectively.

Person Responsible

Cynthia Clay


Schedule

Weekly, from 9/23/2014 to 11/26/2014


Evidence of Completion

Observation of teachers being facilitators in the classroom and students becoming independent capable leaders.

G1.B3 The inconsistent use of the Next Generation Sunshine State Standards (NGSSS) does not ensure standards based instruction aligned to the cognitive complexity of the standards. 2

 B119835

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

 S131734

Strategy Rationale

To ensure teachers are consistently planning and developing science plans utilizing the NGSSS and delivering instruction with fidelity without the assistance of an in-house Science Coach.

Action Step 1 5

Model during planning the use of the unwrapping the benchmark session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the benchmarks.

Person Responsible

Tonya Moorer

Schedule

Weekly, from 9/23/2014 to 1/29/2015

Evidence of Completion

Lesson Plans, Observation

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

Conduct classroom walkthroughs to monitor the use of lesson plans and instructional delivery to ensure alignment of NGSSS standards.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 1/29/2015

Evidence of Completion

Administration observation, Lesson plans.

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

The Leadership Team will review lesson plans and conduct classroom walkthroughs to ensure instructional delivery is aligned to NGSSS.

Person Responsible

Cynthia Clay


Schedule

Weekly, from 9/23/2014 to 1/29/2015


Evidence of Completion

Administration observation, lesson plans.


G2. To increase teacher collaboration in the area of integrating Science, Technology, Engineering and Math (STEM) activities in the classroom. 1

 G049993

G2.B1 Limited evidence of hands-on activities and authentic student work that make connections to STEM related careers. 2

 B125103

G2.B1.S1 To incorporate an interdisciplinary approach to science through environmental projects and activities, encourage teamwork and cooperative learning experiences. 4

 S137025

Strategy Rationale

To ensure students are exposed to STEM related activities.

Action Step 1 5

Create lessons that integrate science, math and technology.

Person Responsible

Tonya Moorer

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

lesson plans, observation

Action Step 2 5

Establish a STEM committee to ensure awareness of STEM related events and activities.

Person Responsible

Tonya Moorer

Schedule

Monthly, from 10/23/2014 to 5/29/2015

Evidence of Completion

Monthly sign-in sheets, agenda

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

The Leadership Team will review lesson plans and conduct walkthroughs to ensure integrating of science, technology and math are used for planning.

Person Responsible

Tonya Moorer

Schedule

Monthly, from 9/23/2014 to 5/22/2015

Evidence of Completion

Student work, lesson plans, administration observation.

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

The Leadership Team will review data to ensure student work is being submitted to events and expos.

Person Responsible

Tonya Moorer

Schedule

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

Evidence of Completion

Sign in sheets, entry timeline confirmation notices.

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

The Leadership Team will conduct walkthroughs and review student work.

Person Responsible

Tonya Moorer

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Observation, lesson plans, student work,

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

The Leadership Team will review reports to ensure student work is being submitted in a timely manner.

Person Responsible

Tonya Moorer

Schedule

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


Evidence of Completion

Program guides and photographs of student work displayed at events and expos.

G3. To increase the effectiveness of identifying students who are demonstrating early warning signs (EWS) to provide appropriate interventions and support. **1**


 G049994

G3.B1 EWS data indicate that 23 percent of students in grades Kindergarten through fifth were absent 18 days or more. **2**

 B125108

G3.B1.S1 To provide attendance intervention to students who are displaying a pattern of absenteeism.

4

 S137027

Strategy Rationale

To identify students who are habitually absent.

Action Step 1 **5**

Students identified as developing a pattern of three unexcused absences will be referred to the Social Worker.

Person Responsible

Tonya Moorer

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

home visits logs, communication logs

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

Monitor daily attendance reports to identify students who are absent three days or more.

Person Responsible

Tonya Moorer

Schedule

Daily, from 9/23/2014 to 5/29/2015

Evidence of Completion

attendance reports, communication logs.

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

The Leadership Team will establish an Attendance Review Committee to ensure identified students receive guidance and support.

Person Responsible

Tonya Moorer


Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion


Sign-in sheets, agenda, attendance reports.

G3.B2 EWS data indicate that 39 percent of students were retained. 2

 B125109

G3.B2.S1 Retained students will be monitored closely to provide appropriate intervention and support.

4

 S137029

Strategy Rationale

To decrease the number of retained students.

Action Step 1 5

Students retained in kindergarten to fifth grade and are not making adequate progress will be provided additional reading intervention utilizing differentiated instruction strategies.

Person Responsible

Cynthia Clay

Schedule

Daily, from 9/23/2014 to 5/29/2015

Evidence of Completion

Intervention rosters.

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

The Leadership Team will monitor the intervention block to ensure teachers are providing appropriate intervention activities.

Person Responsible

Cynthia Clay

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Walk throughs, observations

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

The Leadership Team will monitor review and analyze intervention data.

Person Responsible

Betty Moriarity

Schedule

Weekly, from 9/23/2014 to 11/26/2014

Evidence of Completion

Walkthroughs, observation, student work folders, reports.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on the implementation of the Florida Standards.	Clay, Cynthia	11/4/2014	Professional development registration and sign-in sheets, PD follow-up activity, Lesson Plans/Observations	11/4/2014 one-time
G1.B1.S2.A1	Implement and monitor an Instructional Frameworks that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.	Clay, Cynthia	9/23/2014	Lesson Plans/Observations	5/29/2015 weekly
G1.B3.S1.A1	Model during planning the use of the unwrapping the benchmark session to select resources, tasks, assignments and appropriate scaffolded questions in	Moorer, Tonya	9/23/2014	Lesson Plans, Observation	1/29/2015 weekly

Dade - 4121 - Dr. Robert B. Ingram/Opa Locka Elementary - 2014-15 SIP
Dr. Robert B. Ingram/Opa Locka Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	order to meet the cognitive complexity of the benchmarks.				
G2.B1.S1.A1	Create lessons that integrate science, math and technology.	Moorer, Tonya	9/23/2014	lesson plans, observation	5/29/2015 monthly
G3.B1.S1.A1	Students identified as developing a pattern of three unexcused absences will be referred to the Social Worker.	Moorer, Tonya	9/23/2014	home visits logs, communication logs	5/29/2015 weekly
G3.B2.S1.A1	Students retained in kindergarten to fifth grade and are not making adequate progress will be provided additional reading intervention utilizing differentiated instruction strategies.	Clay, Cynthia	9/23/2014	Intervention rosters.	5/29/2015 daily
G1.B1.S1.A2	Work collaboratively during common planning to create lesson plans using backwards planning.	Clay, Cynthia	9/23/2014	Lesson Plans/Observations	5/29/2015 weekly
G1.B1.S2.A2	Conduct Coaching cycles and model different components of the instructional framework based on need.	Clay, Cynthia	9/23/2014	Teacher Modeling Forms and Coaching Logs	5/29/2015 weekly
G2.B1.S1.A2	Establish a STEM committee to ensure awareness of STEM related events and activities.	Moorer, Tonya	10/23/2014	Monthly sign-in sheets, agenda	5/29/2015 monthly
G1.B1.S1.A3	Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards	Clay, Cynthia	9/23/2014	Lesson Plans/Observations	5/29/2015 weekly
G1.B1.S2.A3	Visit observational (model) classrooms and create a timeline for implementing effective lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Clay, Cynthia	9/23/2014	Lesson plans/Observations	11/26/2014 weekly
G1.B1.S1.A4	Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.	Rodriguez, Adeline	9/23/2014	Lesson Plans/Observations	11/26/2014 weekly
G1.B1.S1.A5	Provide opportunities in all content areas to respond to text dependent questions and cite test evidence (ex, Claim, Evidence, Reasoning, analytic writing, open response) that demonstrates understanding of information of multiple source	Clay, Cynthia	9/23/2014	Lesson Plans, Observation and Coaching logs.	5/29/2015 weekly
G1.MA1	The Leadership Team will review and analyze performance data.	Clay, Cynthia	9/23/2014	Results of performance data.	5/29/2015 monthly
G1.B1.S1.MA1	The Leadership Team will review and analyze performance data.	Clay, Cynthia	9/23/2014	Results of performance data.	5/29/2015 weekly
G1.B1.S1.MA1	The Leadership Team will review lesson plans and conduct walkthroughs to ensure new standards are used for planning and delivering instruction.	Clay, Cynthia	9/23/2014	Student work, administration observation, sign-in sheets from professional development sessions, sign-in sheets from collaborative planning sessions, and coaches logs will be used to ensure fidelity.	5/29/2015 weekly
G1.B3.S1.MA1	The Leadership Team will review lesson plans and conduct classroom walkthroughs to ensure instructional delivery is aligned to NGSSS.	Clay, Cynthia	9/23/2014	Administration observation, lesson plans.	1/29/2015 weekly
G1.B3.S1.MA1	Conduct classroom walkthroughs to monitor the use of lesson plans and instructional delivery to ensure alignment of NGSSS standards.	Clay, Cynthia	9/23/2014	Administration observation, Lesson plans.	1/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Walk throughs will be conducted to ensure the gradual release model is being implemented effectively.	Clay, Cynthia	9/23/2014	Observation of teachers being facilitators in the classroom and students becoming independent capable leaders.	11/26/2014 weekly
G1.B1.S2.MA1	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model.	Clay, Cynthia	9/23/2014	Administration observation, lesson plans and coaching logs.	11/26/2014 weekly
G2.MA1	The Leadership Team will review and analyze student performance data.	Clay, Cynthia	9/23/2014	Student performance data.	5/29/2015 monthly
G2.B1.S1.MA1	The Leadership Team will conduct walkthroughs and review student work.	Moorer, Tonya	9/23/2014	Observation, lesson plans, student work,	5/29/2015 monthly
G2.B1.S1.MA4	The Leadership Team will review reports to ensure student work is being submitted in a timely manner.	Moorer, Tonya	10/29/2014	Program guides and photographs of student work displayed at events and expos.	5/29/2015 quarterly
G2.B1.S1.MA1	The Leadership Team will review lesson plans and conduct walkthroughs to ensure integrating of science, technology and math are used for planning.	Moorer, Tonya	9/23/2014	Student work, lesson plans, administration observation.	5/22/2015 monthly
G2.B1.S1.MA3	The Leadership Team will review data to ensure student work is being submitted to events and expos.	Moorer, Tonya	10/29/2014	Sign in sheets, entry timeline confirmation notices.	5/29/2015 quarterly
G3.MA1	The Leadership Team will review and analyze reports.	Clay, Cynthia	9/23/2014	District attendance reports, Fair data, discipline reports.	5/29/2015 monthly
G3.B1.S1.MA1	The Leadership Team will establish an Attendance Review Committee to ensure identified students receive guidance and support.	Moorer, Tonya	9/23/2014	Sign-in sheets, agenda, attendance reports.	5/29/2015 weekly
G3.B1.S1.MA1	Monitor daily attendance reports to identify students who are absent three days or more.	Moorer, Tonya	9/23/2014	attendance reports, communication logs.	5/29/2015 daily
G3.B2.S1.MA1	The Leadership Team will monitor review and analyze intervention data.	Morarity, Betty	9/23/2014	Walkthroughs, observation, student work folders, reports.	11/26/2014 weekly
G3.B2.S1.MA1	The Leadership Team will monitor the intervention block to ensure teachers are providing appropriate intervention activities.	Clay, Cynthia	9/23/2014	Walk throughs, observations	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers have a limited understanding of planning and instructional strategies utilizing the Florida Standards to deliver instruction.

G1.B1.S1 Utilize the Florida Standards when planning for and delivering instruction.

PD Opportunity 1

Provide professional development on the implementation of the Florida Standards.

Facilitator

Math Coach/Math CSS/Reading Coach/Reading CSS

Participants

K - 5 Teachers

Schedule

On 11/4/2014

Technical Assistance Items

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers have a limited understanding of planning and instructional strategies utilizing the Florida Standards to deliver instruction.

G1.B1.S1 Utilize the Florida Standards when planning for and delivering instruction.

PD Opportunity 1

Work collaboratively during common planning to create lesson plans using backwards planning.

Facilitator

Math Coach, Literacy Coach

Participants

K - 5 Teachers

Schedule

Weekly, from 9/23/2014 to 5/29/2015

PD Opportunity 2

Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards

Facilitator

Math Coach, Literacy Coach

Participants

K - 5 Teachers

Schedule

Weekly, from 9/23/2014 to 5/29/2015

PD Opportunity 3

Provide opportunities in all content areas to respond to text dependent questions and cite test evidence (ex, Claim, Evidence, Reasoning, analytic writing, open response) that demonstrates understanding of information of multiple source

Facilitator

Math Coach, Literacy Coach

Participants

K -5 Teachers

Schedule

Weekly, from 9/23/2014 to 5/29/2015

G1.B1.S2 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks

PD Opportunity 1

Implement and monitor an Instructional Frameworks that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.

Facilitator

Math Coach, Literacy Coach

Participants

K - 5 Teachers

Schedule

Weekly, from 9/23/2014 to 5/29/2015

PD Opportunity 2

Conduct Coaching cycles and model different components of the instructional framework based on need.

Facilitator

Math Coach, Literacy Coach

Participants

K - 5 Teachers

Schedule

Weekly, from 9/23/2014 to 5/29/2015

PD Opportunity 3

Visit observational (model) classrooms and create a timeline for implementing effective lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Facilitator

Math Coach, Literacy Coach

Participants

K - 5 Teachers

Schedule

Weekly, from 9/23/2014 to 11/26/2014

G1.B3 The inconsistent use of the Next Generation Sunshine State Standards (NGSSS) does not ensure standards based instruction aligned to the cognitive complexity of the standards.

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

Model during planning the use of the unwrapping the benchmark session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the benchmarks.

Facilitator

CSS Science Coach

Participants

K - 5 Teachers

Schedule

Weekly, from 9/23/2014 to 1/29/2015

G2. To increase teacher collaboration in the area of integrating Science, Technology, Engineering and Math (STEM) activities in the classroom.

G2.B1 Limited evidence of hands-on activities and authentic student work that make connections to STEM related careers.

G2.B1.S1 To incorporate an interdisciplinary approach to science through environmental projects and activities, encourage teamwork and cooperative learning experiences.

PD Opportunity 1

Create lessons that integrate science, math and technology.

Facilitator

Science CSS

Participants

K- 5 Science Teachers

Schedule

Monthly, from 9/23/2014 to 5/29/2015

G3. To increase the effectiveness of identifying students who are demonstrating early warning signs (EWS) to provide appropriate interventions and support.

G3.B2 EWS data indicate that 39 percent of students were retained.

G3.B2.S1 Retained students will be monitored closely to provide appropriate intervention and support.

PD Opportunity 1

Students retained in kindergarten to fifth grade and are not making adequate progress will be provided additional reading intervention utilizing differentiated instruction strategies.

Facilitator

Literacy Coach

Participants

Retained students in grades K - 5.

Schedule

Daily, from 9/23/2014 to 5/29/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0