

# Miami Springs Elementary School



2014-15 School Improvement Plan

## Miami Springs Elementary School

51 PARK ST, Miami Springs, FL 33166

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
74%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
91%

### School Grades History

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

### 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The staff and community at Miami Springs Elementary value each and every one of our students. Our mission is to academically, emotionally and physically nurture the whole child in a positive, safe learning environment.

We will empower lifelong learners by providing rigorous instruction in all disciplines on a daily basis and by providing the emotional support that will enable each child to achieve at his highest potential. The principal will provide strong instructional leadership to ensure that the vision becomes a reality by fostering a challenging and culturally relevant learning environment.

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

The vision of Miami Springs Elementary School is to inspire all students to pursue excellence and empower them to become lifelong learners.

#### School Environment

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

Expectations for our Educational Community: Everyone at Miami Springs Elementary School is expected to do their best at all times. Staff, students, and parents will all work together to help every person in the school reach their fullest potential. Any behavior or action, which helps us grow and mature as learners, will be encouraged. Any behavior or action that interferes with our growth as learners will be discouraged. All of us in the educational community of Miami Springs Elementary are expected to help others do their best. The involvement of the mentoring process, the student council, and the Extended Foreign Language program help ensure this process. Additionally, the promotion and study of Hispanic Heritage lessons and activities, Holocaust lessons, Native American studies and Black History month lessons help to build cultural awareness and sensitivity among the students and teachers.

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

Miami Springs Elementary creates an environment where students feel safe and respected before, during and after school by implementing a school-wide discipline plan. Patrols, student council members and staff assist in monitoring students throughout the day. The campus is a closed campus in order to be proactive in monitoring visitors. Security is stationed at key entrance and exit points. Recognizing good behavior is very important. When students are trying their best, school personnel should acknowledge this effort. Rule infractions will result in consequences. All school personnel are at the center of an effective school-wide discipline plan in order to ensure a safe environment.

##### **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**



The grade level/department chairs surveyed their colleagues to develop a unified school-wide discipline plan with a focus on positive reinforcement. The students will follow the posted school-wide rules. Rule infractions will result in consequences. The teacher/school personnel are at the center of an effective school-wide discipline plan. Staff will continually emphasize to students the importance of doing their best and helping others do their best. When there is a behavioral problem (Other than a Group III-V Violation (Appendix A) as per the Code of Student Conduct), the teacher will attempt to teach the student how to behave appropriately by referring to the school-wide rules. Parent contact should be made to advise parents of continuous defiance or insubordination by students. Students will be placed on a Behavior Intervention Plan, as needed. The counselor will provide individual and small group counseling sessions. The counselor will also conduct Anti-Bullying instructional lessons in every classroom and an Anti-Bullying presentation will be provided for students in grades 3-5. The students in after-care will also follow the school-wide discipline plan. Staff will be provided on-going training to ensure fidelity of the school-wide discipline plan.

**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 school ensures that the social-emotional needs of all students are met by providing counseling, mentoring and other student services. Professional development is given on a regular basis to staff in order to establish a healthy social-emotional atmosphere. Through the Character Education curriculum the school adheres to the nine core values; citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect and responsibility. Through the Character Education curriculum we foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on values that are universal and we all share. Character Education focuses on the core civic virtues and moral values that are widely held in our society; laying a foundation for all learning which takes place in school, family and community. By infusing this curriculum into all subject areas, academic achievement, behavior, school culture, peer interaction and parental involvement has improved. Through the implementation of the Character Education curriculum and supporting additional resources; faculty, staff and the administration are able to focus on students needing additional services to promote a healthy well-rounded child. The counselor and psychologist are always available to assist and determine if community agencies are needed to be recommended to parents for further assistance.

**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**

The schools's early warning system includes an analysis of the success of a student's formative years in prekindergarten and kindergarten. Also included are attendance (absences and tardies), report card grades (to include academic, effort and behavior), results of standardized tests, and parental involvement.

**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	9	13	4	9	3	3	41
One or more suspensions	0	2	0	0	0	0	2
Course failure in ELA or Math	2	16	7	10	10	13	58
Level 1 on statewide assessment	0	0	0	42	29	21	92
Retention	2	9	3	9	1	0	24

**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 following intervention strategies are employed by the school to improve the academic performance of students identified by the early warning system: Progress Monitoring Plans (PMP's), Response to Interventions (Rti's), Request for Assistance, WonderWorks Interventions, MobyMan, iReady, and Attendance Contracts.

### Family and Community Involvement

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

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

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

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

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49553>.

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school enlists the local community support for student achievement by partnering with Milam's Markets to provide a fun, family Math night. Students participate in a hands-on scavenger hunt involving mathematical problems throughout the market. The school enlists the support of the local restaurant, Treats, to award Principal's Honor Roll (all A's) students with a free lunch at the restaurant. The school also receives community support from Family Nights at Carolina Ale House where a portion of the funds raised goes back to the school to purchase student incentives.

### 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
Hutchings, Sally	Principal
Durr, Cristina	Teacher, K-12
Magarino, Ramon	Teacher, K-12
Pacheco, Janice	Teacher, K-12
Pacheco, Mercedes	Teacher, K-12
Phillips, Meisha	Teacher, K-12
Sanchez-Alcaine, Patricia	Teacher, K-12
Simon, Naomi	Assistant Principal
Soper, Barbara	Instructional Coach
Suarez, Lucia	Teacher, K-12
Vale, Idania	Teacher, K-12

### Duties

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

The Tier 1 Leadership Team is made up of the school Administrators, Sally Hutchings, Principal and Naomi Simon, Assistant Principal, who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources. In addition to the school administrators the school's Leadership Team includes Barbara Soper, Reading Coach, Special education personnel consisting of Eloisa Alfonso, Janice Sanchez and Dorothea Tate, SPED Teachers, Patricia Sanchez-Alcaine, School guidance counselor, Azadeh Trinidad, School psychologist and Caridad Gallo, School social worker who will carry out SIP planning and MTSS/Rtl problem solving. Along with Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/Rtl.

The assistant principal, reading coach, guidance counselor and school psychologist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

***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 MTSS/Rtl Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by holding regular team

meetings. Additionally implementing the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. The Leadership Team determines how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?) The Team responds when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction). The Leadership Team responds when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively. The Leadership Team gathers and analyzes data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. The school leadership ensures that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Leadership gathers ongoing progress monitoring (OPM) for all interventions and analyzes that data using the Tier 2 problem solving process after each OPM.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to review OPM data for intervention groups to evaluate group and individual student response, support interventions where there is not an overall positive group response and to select students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rtl Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Sally Hutchings	Principal
Meisha Phillips	Teacher
Janice Pacheco	Teacher
Mercedes Pacheco	Teacher
Bianca Pereyra	Teacher
Lisolette Garcia	Teacher
Michelle Hunter	Teacher
Michele Ensenat	Education Support Employee
Barbra Marr	Parent
Theresa Michael	Parent
David Guerra	Parent
Ana Tosca	Parent
Yesenia Santiago	Parent
Michael Loveira	Parent
Kassandra Mirabal	Student
Jeff Dunevitz	Business/Community
Wally Clark	Business/Community

### Duties

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

*Evaluation of last year's school improvement plan*

At our school's first EESAC meeting for 2014-2015, last year's school improvement plan was reviewed and evaluated. The objectives and strategies were analyzed in relation to the results of the FCAT 2.0.

*Development of this school improvement plan*

The EESAC met during the 2013-2014 school year to provide input on the strategies utilized toward school improvement goals. Recommendations were made at the end of year workshop for the development of the 2014-2015 school improvement plan. The EESAC met in September to review the SIP and make additional recommendations.

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

EESAC funds will be used to purchase agendas, teacher/student resources, supplies and materials totaling \$2518.00

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

The EESAC utilized available funds to purchase the annual subscription for BrainBOP, approximately \$1,725 and approximately \$900.00 for agendas.

**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
Hutchings, Sally	Principal
Simon, Naomi	Assistant Principal
Soper, Barbara	Instructional Coach
Durr, Cristina	Teacher, K-12
Magarino, Ramon	Teacher, K-12
Pacheco, Janice	Teacher, K-12
Pacheco, Mercedes	Teacher, K-12
Phillips, Meisha	Teacher, K-12
Sanchez-Alcaine, Patricia	Guidance Counselor
Suarez, Lucia	Teacher, K-12
Vale, Idania	Teacher, K-12

#### Duties

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

During the 2014-2015 the Literacy Leadership Team's initiatives will include the implementation of the Wonders Reading series, Wonderworks Intervention program, as well as the implementation and usage of the Accelerated Reader and Reading Plus programs. The Reading Coach will assist teachers with the planning and implementation of the Wonders reading program and Wonderworks intervention program. Assist teachers in setting individual student goals and progress monitoring student comprehension. The Assistant Principal will create incentive programs and challenges for the consistent utilization of the Reading Plus program. Additionally, the LLT will work with all special area teachers to facilitate with school-wide support of the Florida Standards.

#### 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 schedules collaborative planning sessions and weekly common planning time. Teachers are encouraged to work with the Reading Coach and grade level team members to plan high quality lessons with emphasis on priority components. Teachers are encouraged to share best practices and model lessons. Professional learning opportunities are offered at various times during the school year.

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

The school will recruit high quality teachers through the district's interviewing and hiring process. New teachers will be partnered with veteran teachers, and meetings will be scheduled regularly with new teachers, veteran teachers and the administrative team to provide necessary support and guidance. Additionally, the school will partner with local universities to provide internships to student teachers.

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

The school's mentoring program consists of pairing Mentoring and Induction of New Teachers (MINT) trained teachers with newly hired teachers. Pairings are selected based on grade level and curricular assignments.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

The school utilizes District Pacing Guides to ensure its core instructional program is aligned to Florida Standards. Instructional leaders and teachers work collaboratively to align state-adopted textbooks to the new Florida Standards by utilizing Florida Standards task cards and item specifications.

#### 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 analysis is performed on a bi-weekly basis. Utilizing formative assessment, as well as summative assessment data, students are identified and placed in school-wide intervention and enrichment programs. The Reading intervention program is delivered using the WonderWorks reading series and the Mathematics intervention program uses teacher-delivered re-teaching components, MobyMax and Think Central assignments. Instruction is differentiated based on identified student needs and students utilize the iReady program during the instructional 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:** After School Program

**Minutes added to school year:** 120

Provided reading and mathematics tutoring to students identified in the lowest 25%.

#### **Strategy Rationale**

Students in the lowest 25% need additional support.

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Hutchings, Sally, pr3381@dadeschools.net

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

Bi-weekly assessments will be administered to students enrolled in the tutorial program.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

In order to assist our preschool students in the transition from the early childhood to the elementary school program we collaborate with neighboring preschools. Parents and students are invited to visit our school and teachers to learn about our Kindergarten program. Both a Pre-Kindergarten and Kindergarten orientation are held to present expectations and program components to entering families.

Students housed within our school-site Pre-Kindergarten program are monitored by their teachers. Teachers complete checklists and observations to determine Kindergarten readiness for each student and provide parents with information regarding their child's development. The Florida Kindergarten Readiness Screening (FLKRS) and Florida Assessments for Instruction in Reading (FAIR) will be given to each student upon entering Kindergarten to assess readiness and any need for remediation.

Title I Administration assists the school 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 support MTSS/RtI adults. In selected school communities, 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.

### College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will provide support and intervention to identified at-risk students to increase achievement.
- G3.** We will increase the number of STEM-related experiences for our students from seven activities to ten activities with 80% student participation.

## 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. We will increase student achievement by improving core instruction in all content areas.** 1a

G049798

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Math - Hispanic	75.0
AMO Math - White	74.0
AMO Math - ELL	63.0
AMO Math - ED	69.0
FSA - Mathematics - Proficiency Rate	43.0
Math Gains	65.0
Math Lowest 25% Gains	70.0
AMO Reading - All Students	77.0
AMO Reading - African American	52.0
AMO Reading - Hispanic	78.0
AMO Reading - White	86.0
AMO Reading - ELL	62.0
AMO Reading - SWD	51.0
AMO Reading - ED	73.0
FSA - English Language Arts - Proficiency Rate	54.0
ELA/Reading Gains	78.0
Math Lowest 25% Gains	88.0
CELLA Listening/Speaking Proficiency	55.0
CELLA Reading Proficiency	35.0
FCAT 2.0 Science Proficiency	60.0
CELLA Writing Proficiency	39.0

**Resources Available to Support the Goal** 2

- Reading Coach, Curriculum Support Specialists, built in common planning time, professional development calendar, Accelerated Reader, interactive boards for technology integration, effective instructional strategies, science kits, math manipulatives, BrainPOP, Reading Plus, MobyMax, Think Central, OnReader, iReady, interventions, library circulation, Math Liaison, Science Liaison

**Targeted Barriers to Achieving the Goal** 3

- Not maximizing time in the instructional block, not prioritizing instructional components.

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

Formative and summative assessment data will be analyzed to determine progress of improved core instruction.

**Person Responsible**

Naomi Simon

**Schedule**

Monthly, from 10/15/2014 to 6/3/2015

**Evidence of Completion**

Formative assessments (classroom assessments and interim assessments) and Summative assessments (Florida Standards Assessment)

**G2. We will provide support and intervention to identified at-risk students to increase achievement. 1a**

G049898

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	20.0
2+ Behavior Referrals	10.0
Level 1 - All Grades	25.0

**Resources Available to Support the Goal 2**

- Guidance counselor, attendance committee, school social worker, WonderWorks, iReady, MobyMax, Think Central, interventionists

**Targeted Barriers to Achieving the Goal 3**

- Increased number of students attaining Level 1 and 2 in Reading and/or Mathematics.
- Increased percentage of students with less than 90% attendance.
- Increased number of discipline referrals.

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

The Leadership Team will conduct analysis of progress monitoring reports, attendance bulletins and behavioral referrals to measure effectiveness of interventions.

**Person Responsible**

Naomi Simon

**Schedule**

Monthly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

WonderWorks progress monitoring, iReady reports, Think Central and MobyMax reports, summative state assessment, attendance reports, suspension report, student recognition reports.

**G3.** We will increase the number of STEM-related experiences for our students from seven activities to ten activities with 80% student participation. 1a

G050145

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Science kits and carts, science liaison, Discovery Education, GIZMOS, District Science Fair, BrainPOP

**Targeted Barriers to Achieving the Goal** 3

- Limited opportunities to participate in STEM-related activities.

**Plan to Monitor Progress Toward G3.** 8

The Leadership Team will review monthly participation rosters to measure progress toward increased participation in STEM-related activities.

**Person Responsible**

Naomi Simon

**Schedule**

Monthly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Participation rosters

## 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.** We will increase student achievement by improving core instruction in all content areas. **1**

 G049798

**G1.B1** Not maximizing time in the instructional block, not prioritizing instructional components. **2**

 B124789

**G1.B1.S1** Utilize effective planning protocols including the use of the pacing guide, core curriculum and Florida Standards item specifications to develop effective instructional strategies to maximize use of the instructional block. **4**

 S136715

### Strategy Rationale

Improved planning practices will result in maximum use of instructional block and positively impact student achievement.

### Action Step 1 **5**

Provide teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.

#### Person Responsible

Barbara Soper

#### Schedule

On 10/15/2014

#### Evidence of Completion

Sign in sheets, agenda, pd deliverable

### Action Step 2 5

Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with an emphasis on prioritizing instructional components.

**Person Responsible**

Naomi Simon

**Schedule**

Biweekly, from 10/20/2014 to 11/26/2014

***Evidence of Completion***

Sign in sheets, agenda, lesson plans, meeting notes

### Action Step 3 5

Identify and utilize observational classrooms to demonstrate effective implementation of priority components.

**Person Responsible**

Naomi Simon

**Schedule**

Biweekly, from 10/6/2014 to 11/26/2014

***Evidence of Completion***

Observation notes, debriefing notes

### Action Step 4 5

Active participation in professional development by observing teachers engaged in planning with the end in mind. Participate in lesson planning sessions listening for prioritized instructional components. Observe instructional delivery by teachers.

**Person Responsible**

Sally Hutchings

**Schedule**

Weekly, from 10/15/2014 to 11/26/2014

***Evidence of Completion***

Walk through observation, notes

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

The Leadership Team will monitor teacher planning sessions and instructional delivery for utilization of priority instructional block components.

**Person Responsible**

Sally Hutchings

**Schedule**

Weekly, from 10/6/2014 to 11/26/2014

***Evidence of Completion***

Lesson plans, meeting notes, walk through observation notes

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

The Leadership Team will participate in debriefing sessions after analyzing lesson plans and instructional delivery.

**Person Responsible**

Sally Hutchings

**Schedule**

Monthly, from 10/15/2014 to 11/26/2014

***Evidence of Completion***

Debriefing notes, data chats

**G2.** We will provide support and intervention to identified at-risk students to increase achievement. 1

G049898

**G2.B1** Increased number of students attaining Level 1 and 2 in Reading and/or Mathematics. 2

B124915

**G2.B1.S1** Provide appropriate interventions for students identified as Level 1 or 2 in Reading and Mathematics. 4

S137560

### Strategy Rationale

Appropriate interventions administered with fidelity will improve student achievement.

### Action Step 1 5

Provide Tier 2 and Tier 3 interventions to Level 1 and 2 students through the utilization of WonderWorks, MobyMax, Think Central, teacher-developed reteaching and iReady.

#### Person Responsible

Barbara Soper

#### Schedule

Daily, from 9/29/2014 to 6/3/2015

#### Evidence of Completion

Progress monitoring, iReady reports, MobyMax reports, Think Central reports

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

The Leadership Team will review progress monitoring intervention reports.

#### Person Responsible

Barbara Soper

#### Schedule

Biweekly, from 10/6/2014 to 6/3/2015

#### Evidence of Completion

WonderWorks progress monitoring, iReady reports, Think Central and MobyMax reports



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

The Leadership Team will review progress monitoring intervention reports.

**Person Responsible**

Naomi Simon


**Schedule**

Biweekly, from 10/6/2014 to 6/3/2015


**Evidence of Completion**

WonderWorks progress monitoring, iReady reports, Think Central and MobyMax reports

**G2.B2** Increased percentage of students with less than 90% attendance. 2

 B125686

**G2.B2.S1** Provide students with intervention services to decrease absences. 4

 S137577

**Strategy Rationale**

Consistent school attendance will result in improved student achievement.

**Action Step 1** 5

Refer students with routine absences to the school counselor and school social worker.

**Person Responsible**

Sally Hutchings

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Weekly attendance bulletins, SCAMs

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

Review weekly attendance bulletins and SCAMs.

**Person Responsible**

Sally Hutchings

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Weekly attendance bulletins and SCAMs

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

Review weekly attendance bulletins and SCAMs.

**Person Responsible**

Sally Hutchings

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Weekly attendance bulletins and SCAMs

**G2.B3** Increased number of discipline referrals. 2

 B125687

**G2.B3.S1** Provide students with incentives and recognition for positive referrals. 4

 S137584

**Strategy Rationale**

Positive discipline and attitude toward school will result in increased student achievement.

**Action Step 1** 5

Provide training to students and teachers to build an understanding of the Student Code of Conduct.

**Person Responsible**

Patricia Sanchez-Alcaine

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Code of Conduct agreements

**Action Step 2** 5

Provide incentives and recognition for appropriate behavior through the use of a Student of the Month recognition program, Do the Right Thing nominations and Citizenship awards.

**Person Responsible**

Patricia Sanchez-Alcaine

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Student recognition reports

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

The Leadership Team will review monthly student recognition reports, SCAMs and suspension reports to modify programs as needed.

**Person Responsible**

Patricia Sanchez-Alcaine

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Student recognition reports, SCAMs, suspension report

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

The Leadership Team will review monthly student recognition reports, SCAMs and suspension reports to modify programs as needed.

**Person Responsible**

Sally Hutchings

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Student recognition reports, SCAMs, suspension reports

**G3.** We will increase the number of STEM-related experiences for our students from seven activities to ten activities with 80% student participation. 1

G050145

**G3.B1** Limited opportunities to participate in STEM-related activities. 2

B125662

**G3.B1.S1** Provide students with more opportunities to participate in STEM-related activities. 4

S137542

### Strategy Rationale

Greater participation in STEM-related activities will improve student achievement and career readiness.

### Action Step 1 5

Implement a weekly routine of inquiry based, hands-on activities.

#### Person Responsible

Naomi Simon

#### Schedule

Weekly, from 10/6/2014 to 6/3/2015

#### Evidence of Completion

Science journals and lab notebooks.

### Action Step 2 5

Expand number of STEM-related experiences in all grade levels.

#### Person Responsible

Naomi Simon

#### Schedule

Biweekly, from 10/6/2014 to 6/3/2015

#### Evidence of Completion

Science journals, lab notebooks, field trip rosters, participation rosters

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

The Leadership Team will review students' science journals, lab notebooks and participation rosters to monitor weekly hands-on, inquiry based activities and adjust instruction as needed.

**Person Responsible**

Naomi Simon

**Schedule**

Monthly, from 10/6/2014 to 6/3/2015

***Evidence of Completion***

Science journals, lab notebooks, participation rosters

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

The Leadership Team will review students' science journals, lab notebooks and participation rosters to monitor progress and adjust instruction as needed.

**Person Responsible**

Naomi Simon

**Schedule**

Monthly, from 10/6/2014 to 6/3/2015

***Evidence of Completion***

Science journals, lab notebooks, participation rosters

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

Review students' science journals, lab notebooks and participation rosters to monitor progress and adjust instruction as needed.

**Person Responsible**

Naomi Simon

**Schedule**

Monthly, from 10/6/2014 to 6/3/2015

***Evidence of Completion***

Science journals, lab notebooks, participation rosters

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

The Leadership Team will review students' science journals, lab notebooks, participation rosters to monitor progress and adjust instruction as needed.

**Person Responsible**

Naomi Simon

**Schedule**

Monthly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Science journals, lab notebooks, participation rosters

**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 teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.	Soper, Barbara	10/15/2014	Sign in sheets, agenda, pd deliverable	10/15/2014 one-time
G3.B1.S1.A1	Implement a weekly routine of inquiry based, hands-on activities.	Simon, Naomi	10/6/2014	Science journals and lab notebooks.	6/3/2015 weekly
G2.B1.S1.A1	Provide Tier 2 and Tier 3 interventions to Level 1 and 2 students through the utilization of WonderWorks, MobyMax, Think Central, teacher-developed reteaching and iReady.	Soper, Barbara	9/29/2014	Progress monitoring, iReady reports, MobyMax reports, Think Central reports	6/3/2015 daily
G2.B2.S1.A1	Refer students with routine absences to the school counselor and school social worker.	Hutchings, Sally	8/18/2014	Weekly attendance bulletins, SCAMs	6/3/2015 biweekly
G2.B3.S1.A1	Provide training to students and teachers to build an understanding of the Student Code of Conduct.	Sanchez-Alcaine, Patricia	8/18/2014	Code of Conduct agreements	6/3/2015 monthly
G1.B1.S1.A2	Teachers will plan for and provide instruction utilizing the pacing guide and core curriculum with an emphasis on prioritizing instructional components.	Simon, Naomi	10/20/2014	Sign in sheets, agenda, lesson plans, meeting notes	11/26/2014 biweekly
G3.B1.S1.A2	Expand number of STEM-related experiences in all grade levels.	Simon, Naomi	10/6/2014	Science journals, lab notebooks, field trip rosters, participation rosters	6/3/2015 biweekly
G2.B3.S1.A2	Provide incentives and recognition for appropriate behavior through the use of a Student of the Month recognition program, Do the Right Thing nominations and Citizenship awards.	Sanchez-Alcaine, Patricia	8/18/2014	Student recognition reports	6/3/2015 monthly
G1.B1.S1.A3	Identify and utilize observational classrooms to demonstrate effective implementation of priority components.	Simon, Naomi	10/6/2014	Observation notes, debriefing notes	11/26/2014 biweekly
G1.B1.S1.A4	Active participation in professional development by observing teachers engaged in planning with the end in mind. Participate in lesson planning	Hutchings, Sally	10/15/2014	Walk through observation, notes	11/26/2014 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	sessions listening for prioritized instructional components. Observe instructional delivery by teachers.				
G1.MA1	Formative and summative assessment data will be analyzed to determine progress of improved core instruction.	Simon, Naomi	10/15/2014	Formative assessments (classroom assessments and interim assessments) and Summative assessments (Florida Standards Assessment)	6/3/2015 monthly
G1.B1.S1.MA1	The Leadership Team will participate in debriefing sessions after analyzing lesson plans and instructional delivery.	Hutchings, Sally	10/15/2014	Debriefing notes, data chats	11/26/2014 monthly
G1.B1.S1.MA1	The Leadership Team will monitor teacher planning sessions and instructional delivery for utilization of priority instructional block components.	Hutchings, Sally	10/6/2014	Lesson plans, meeting notes, walk through observation notes	11/26/2014 weekly
G2.MA1	The Leadership Team will conduct analysis of progress monitoring reports, attendance bulletins and behavioral referrals to measure effectiveness of interventions.	Simon, Naomi	10/6/2014	WonderWorks progress monitoring, iReady reports, Think Central and MobyMax reports, summative state assessment, attendance reports, suspension report, student recognition reports.	6/3/2015 monthly
G2.B1.S1.MA1	The Leadership Team will review progress monitoring intervention reports.	Simon, Naomi	10/6/2014	WonderWorks progress monitoring, iReady reports, Think Central and MobyMax reports	6/3/2015 biweekly
G2.B1.S1.MA1	The Leadership Team will review progress monitoring intervention reports.	Soper, Barbara	10/6/2014	WonderWorks progress monitoring, iReady reports, Think Central and MobyMax reports	6/3/2015 biweekly
G2.B2.S1.MA1	Review weekly attendance bulletins and SCAMs.	Hutchings, Sally	8/18/2014	Weekly attendance bulletins and SCAMs	6/3/2015 weekly
G2.B2.S1.MA1	Review weekly attendance bulletins and SCAMs.	Hutchings, Sally	8/18/2014	Weekly attendance bulletins and SCAMs	6/3/2015 weekly
G2.B3.S1.MA1	The Leadership Team will review monthly student recognition reports, SCAMs and suspension reports to modify programs as needed.	Hutchings, Sally	8/18/2014	Student recognition reports, SCAMs, suspension reports	6/3/2015 monthly
G2.B3.S1.MA1	The Leadership Team will review monthly student recognition reports, SCAMs and suspension reports to modify programs as needed.	Sanchez-Alcaine, Patricia	8/18/2014	Student recognition reports, SCAMs, suspension report	6/3/2015 monthly
G3.MA1	The Leadership Team will review monthly participation rosters to measure progress toward increased participation in STEM-related activities.	Simon, Naomi	10/6/2014	Participation rosters	6/3/2015 monthly
G3.B1.S1.MA1	The Leadership Team will review students' science journals, lab notebooks, participation rosters to monitor progress and adjust instruction as needed.	Simon, Naomi	10/6/2014	Science journals, lab notebooks, participation rosters	6/3/2015 monthly
G3.B1.S1.MA1	The Leadership Team will review students' science journals, lab notebooks and participation rosters to monitor weekly hands-on, inquiry based activities and adjust instruction as needed.	Simon, Naomi	10/6/2014	Science journals, lab notebooks, participation rosters	6/3/2015 monthly
G3.B1.S1.MA1	The Leadership Team will review students' science journals, lab notebooks and participation rosters to monitor progress and adjust instruction as needed.	Simon, Naomi	10/6/2014	Science journals, lab notebooks, participation rosters	6/3/2015 monthly
G3.B1.S1.MA1	Review students' science journals, lab notebooks and participation rosters to monitor progress and adjust instruction as needed.	Simon, Naomi	10/6/2014	Science journals, lab notebooks, participation rosters	6/3/2015 monthly



## 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.** We will increase student achievement by improving core instruction in all content areas.

**G1.B1** Not maximizing time in the instructional block, not prioritizing instructional components.

**G1.B1.S1** Utilize effective planning protocols including the use of the pacing guide, core curriculum and Florida Standards item specifications to develop effective instructional strategies to maximize use of the instructional block.

### PD Opportunity 1

Provide teachers and administration with professional development on effective planning protocols and the use of the pacing guide, core curriculum and Florida Standards item specifications.

#### Facilitator

CSS - Leticia Coello, CSS - Ivette Kaige

#### Participants

K-5 Teachers

#### Schedule

On 10/15/2014

**G2.** We will provide support and intervention to identified at-risk students to increase achievement.

**G2.B1** Increased number of students attaining Level 1 and 2 in Reading and/or Mathematics.

**G2.B1.S1** Provide appropriate interventions for students identified as Level 1 or 2 in Reading and Mathematics.

### PD Opportunity 1

Provide Tier 2 and Tier 3 interventions to Level 1 and 2 students through the utilization of WonderWorks, MobyMax, Think Central, teacher-developed reteaching and iReady.

#### Facilitator

Reading Coach

#### Participants

K-5 teachers, interventionist

#### Schedule

Daily, from 9/29/2014 to 6/3/2015

**G2.B3** Increased number of discipline referrals.

**G2.B3.S1** Provide students with incentives and recognition for positive referrals.

**PD Opportunity 1**

Provide training to students and teachers to build an understanding of the Student Code of Conduct.

**Facilitator**

Guidance counselor

**Participants**

K-5 teachers and students

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> We will increase student achievement by improving core instruction in all content areas.	2,000
<b>Goal 2:</b> We will provide support and intervention to identified at-risk students to increase achievement.	63,555
<b>Goal 3:</b> We will increase the number of STEM-related experiences for our students from seven activities to ten activities with 80% student participation.	350
<b>Grand Total</b>	<b>65,905</b>

### Goal 1: We will increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B1.S1.A1</b> - BrainPOP	School Improvement Funds	2,000
<b>Total Goal 1</b>		<b>2,000</b>

### Goal 2: We will provide support and intervention to identified at-risk students to increase achievement.

Description	Source	Total
<b>B1.S1.A1</b> - Interventionist	Title I Part A	12,000
<b>B1.S1.A1</b> - Reading Coach	Title I Part A	51,255
<b>B3.S1.A2</b> - Certificates	General Fund	300
<b>Total Goal 2</b>		<b>63,555</b>

### Goal 3: We will increase the number of STEM-related experiences for our students from seven activities to ten activities with 80% student participation.

Description	Source	Total
<b>B1.S1.A1</b> - Science Fair registration	General Fund	150
<b>B1.S1.A1</b> - Science Fair night, boards, awards	General Fund	200
<b>Total Goal 3</b>		<b>350</b>