

# Alachua Learning Academy Elementary



2014-15 School Improvement Plan

## Alachua Learning Academy Elementary

11100 W SR 235, Alachua, FL 32615

<http://alachualearningcenter.com/>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
60%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority**  
41%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Alachua 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

We are committed to the success of every student.

ALC is a H.E.A.R.T.-based family that fosters our students' eagerness for lifelong learning, and their development of moral character and practical life skills, while preparing them to contribute as valuable members of the community.

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

We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

Educating students to become exemplary citizens of the world with H.E.A.R.T..

#### School Environment

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

All students are regularly asked to share in spoken feedback, groups and in writing various aspects of their life experience and personal interests. Teachers track behavior, enthusiasm, productivity and academic achievement and conference with parents to gain a more comprehensive cultural background and understanding. Teachers share information during weekly staff meetings. The school Family Liaison works one on one with students to appreciate students personal needs and works with teachers to implement behavior strategies and accommodations..

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

The school has a full-time Family- Liaison position with dedicated office facilities to oversee and acquaint all parties with matters regarding implementation of all safe-school, wellness, bullying and behavioral policies. Parent and students sign and are held responsible to follow through on the school compact which is designed and organized with parent involvement approval. All students are educated as to behaviors codes and consequences with special consideration to bullying and the reporting of it. Parents are involved in all behavior issues. The has a student safety-patrol system in place. Assigned staff are trained in Children Matter: Speak Up and Be Safe protocols and students, grade K-5, are presented with the program.

##### **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**

All students are made familial with an all-school three check classroom timeout system. Weekly teachers' meetings go over behavior issues and trends. All students are familiarized with incident reporting and consequences.

Students are positively rewarded for appropriate behavior with various privileges on a daily, weekly and quarterly basis.



**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 Family-Liaison is made know to all students to be available for any personal matters. Teachers are advised and trained in the comprehensive..... program and refer students to the liaison office when appropriate. The school works with parents to accommodate and refer students with professional counselling needs.

**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**

N/A

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

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

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

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

Indicator	Grade Level	Total
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**

**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/50852>.

**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 regularly advertises in major local magazines, promotes local newspaper stories and articles, invites local leaders to participate in school functions, seeks local vendor donations in kind, maintain outreach booths at local fairs and maintains a website in order to better acquaint the community-at-large as to the schools mission, facilities and successes and gain their support..

**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
Kaseder, Jaya	Administrative Support
Rivera, Krishna	Principal
Allin, Tom	Administrative Support

**Duties**

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

Principal - leads teams and oversees decisions made by the team to align with the best interest of the school and the child.

Instructional Specialists - Lead Teacher, grade level teacher, classroom teacher, Title 1 teachers- are responsible for meeting, determining students needs, creating plans for implementation, and following up on plans.

Psychologist, speech/language pathologist, OT, ESE specialist - as needed to provide professional input into plans and execution of services provided

**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 elementary school team meet quarterly (or as needed) to review on-going process monitoring data at grade levels for instructional decisions. The data is used to identify students who are meeting or exceeding benchmarks, or are at moderate risks for not meeting benchmarks. The teams identify necessary resources.

For students identified at risk or in need of additional support, plans are developed to provide improvement in the areas of concern. Follow-up meetings are conducted at regular intervals to review implementation and progress and to determine further needs.

Postal mailer in March/April and magazine display ads for Kindergarten registration and school information. Parent-student orientation night help before school begins in April.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Seth Spellman	Business/Community
Govinda Syer	Business/Community
Hermant Patel	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*

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

*Development of this school improvement plan*

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

Title I Reading and Math Teacher Tutors and Lead Teacher \$37,628.00--Tile I Funding  
 Stipends for instructional staff development for reading and math \$988.00--Title I Funding  
 Math Grades K-5 Manipulatives \$500.00--- FTE  
 Teacher resource-----Strategies for Writers--Book, Zaher-Bloser \$100.00--FTE

**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
Kaseder, Jaya	Instructional Coach
Rivera, Krishna	Principal
Allin, Tom	Administrative Support

**Duties**

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

Consistent follow-up on interventions across Tiers 1, 2,3. Programs used to promote literacy within the school are Accelerated Reader. Waterford and Achieve3000. Also the school has Family Literacy Night every October.

Student work stations with accountability.

## 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 emphasizes teamwork and collaboration from the first hiring interview to the over-all school operational design. Weekly teachers' meeting are arranged to instill and enact teacher interpersonal team work strategies.

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

Focus on teamwork throughout interview, research, orientation and mentoring processes. Executed by Mr. Krishna Rivera and Ms. Gopal Romeo.

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

Ms. Gopal Romeo is assigned as teacher mentor with focus on teamwork.

## 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 is using curriculum aligned with the Florida Standards and is following the pacing guide to ensure that all standards are taught. Mrs. Romeo meets with the teachers quarterly to follow up and ensure that teachers are on track.

#### 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***

Teachers meet regularly to analyze data and form groups based on this data. For example during SIMS meetings, FAIR tests and other test results are analyzed to drive instruction for the different groups that are formed. Sometimes grouping changes based on this data or additional instruction in certain areas is added.

##### ***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:**

Making sure lessons include three key components. These are student engagement, focus on deeper knowledge, and collaboration. Teachers will be asked to form personal goals reflecting the use of these strategies.

**Strategy Rationale**

By including these three components, students will gain a better grasp of Florida Standards as they are taught.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Rivera, Krishna, rivera@ourala.org

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

During follow up sessions and observations, teachers will demonstrate how they are using these strategies and data will be collected to see if they are reaching the goals they have set for themselves.

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

**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 the spring, the school hosts a Kindergarten Round-up to introduce families of upcoming kindergarten children to Alachua Learning Center. In addition, a Kindergarten orientation is held. A mail out to introduce possible kindergarten children is also mailed in the spring.

Santa Fe High School is invited each spring to provide a special counselling session with the graduating eighth grade class of students. All eighth grade students are provided notice of annual county high school magnet school parent-student open house events.

**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**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Increase Reading Scores by 15% for all students
- G2.** Help struggling Hispanic students increase their FCAT Science scores.
- G3.** Increase the writing skills of our students so that 75% or more get a passing score on the ELA Writing Component in 2015.
- G4.** Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is that 84% of our students attain proficiency.
- G5.** Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase Reading Scores by 15% for all students** 1a

G051668

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	85.0

**Resources Available to Support the Goal** 2

- Great Leaps
- Accelerated Reader from Renaissance Learning
- Achieve 3000
- Kagen Structures

**Targeted Barriers to Achieving the Goal** 3

- Students who are struggling readers are also reluctant readers.
- Classroom teachers have little time to help all the different levels of readers found in one classroom.

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

Assessments built into Achieve 3000 and report generated from it.

**Person Responsible**

Krishna Rivera

**Schedule**

Biweekly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Reports generated from Achieve 3000.



**G2. Help struggling Hispanic students increase their FCAT Science scores.** 1a

G051666

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Stem Activities
- New Science equipment
- Small group instruction.

**Targeted Barriers to Achieving the Goal** 3

- Teacher does not have enough time to help students who struggle with the language as well as science concepts

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

On Track tests

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

**G3.** Increase the writing skills of our students so that 75% or more get a passing score on the ELA Writing Component in 2015. 1a

G051104

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

**Resources Available to Support the Goal** 2

- Small group instruction
- Writing Centers
- Our students make a book in each classroom in which each pupil contributes.

**Targeted Barriers to Achieving the Goal** 3

- Students need more one on one attention to understand their writing weaknesses.
- Students have trouble with writing conventions.
- Teachers and students unfamiliar with the new standardized test.

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

Students will show a gradual increase in graded writings showing fidelity to rubric.

**Person Responsible**

**Schedule**

**Evidence of Completion**

CRT will meet with FCIM's director showing students progress in writing.

**G4.** Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is that 84% of our students attain proficiency. 1a

G051103

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	85.0

**Resources Available to Support the Goal** 2

- GO Math Common Core Interventions
- Peer to peer tutoring
- Small group instruction
- Kagen structures
- Differentiated instruction
- Spanish speaking teacher
- Hands-on manipulatives

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding the underlying math concepts (including but not limited to understanding what is a quart, what is multiplying, what is regrouping).
- There is little time for teachers to address the needs of all students who are on different levels of understanding math concepts.

**Plan to Monitor Progress Toward G4.** 8

Pre and post test scores will be analyzed. Students who failed the post test will be given additional help.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

CRT will meet with FCIM's director showing students progress from tests in math skills.

**G5.** Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school. 1a

G051105

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0

**Resources Available to Support the Goal** 2

- Parents who are cooperative can get their children to school on time if they are told how important it is.
- Incentives can be given to the children who have perfect attendance.
- Carpooling can help parents who struggle to get students to school on time.

**Targeted Barriers to Achieving the Goal** 3

- Students who are chronically late.
- Parents who let their kids stay home, or bring them late.

**Plan to Monitor Progress Toward G5.** 8

Attendance Records

**Person Responsible**

Krishna Rivera

**Schedule**

Semiannually, from 1/5/2015 to 6/3/2015

**Evidence of Completion**

attendance records

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

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

**G1.** Increase Reading Scores by 15% for all students **1**

 G051668

**G1.B1** Students who are struggling readers are also reluctant readers. **2**

 B130191

**G1.B1.S1** Have available in the school library good fiction and non fiction books that the students can choose from for outside reading. The books should be marked with lexile levels so the students can find books that are appropriate for them. **4**

 S142223

### Strategy Rationale

Reading is improved by reading. Students need fun books that inspire them to read, and are not overly challenging.

### Action Step 1 **5**

Retain Accelerated Reader in our school.

#### Person Responsible

Krishna Rivera

#### Schedule

On 6/4/2015

#### Evidence of Completion

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

Make sure all students are given ample time to choose their own books and some time in class and out of to read them.

**Person Responsible**

Krishna Rivera

**Schedule**

On 6/4/2015

***Evidence of Completion***

Chats with teachers and planning books.

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

Reading goal charts in all homerooms.

**Person Responsible**

Krishna Rivera

**Schedule**

On 6/4/2015

***Evidence of Completion***

Homeroom walk through.

**G1.B2** Classroom teachers have little time to help all the different levels of readers found in one classroom.

2

 B130195

**G1.B2.S1** Retain teacher to individually read with students who are struggling. 4

 S142224

### Strategy Rationale

Working one on one with students gives them the attention they need and motivates them to work on their skills

### Action Step 1 5

Retain Ms Consbruck to teach in a small group or individualized setting.

#### Person Responsible

Krishna Rivera

#### Schedule

On 6/2/2015

#### Evidence of Completion

Planning books

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

Ms Consbruck's schedule will be monitored to make sure the struggling students are on her list.

#### Person Responsible

Krishna Rivera

#### Schedule

Quarterly, from 9/3/2014 to 5/27/2015

#### Evidence of Completion

Planning Books, data chats with FCIMS facilitator.

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

The On Track test results will be monitored for effectiveness.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 9/15/2014 to 5/28/2015

**Evidence of Completion**

On Track tests results.

**G1.B2.S2** Use Achieve 3000, reading software that offer differentiated instruction, will give appropriate instruction to each student. 4

 S142225

**Strategy Rationale**

By giving instruction according to the needs of the student, focus will be on what he needs to grow to the next level.

**Action Step 1** 5

The teachers will be asked if they are using Achieve 3000.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 10/1/2014 to 5/28/2015

**Evidence of Completion**

Teachers responses and planning books.



**Action Step 2** 5

Make sure the teachers know how to use the program. Ms Kaseder is a resource teacher for anyone having problems with the software.

**Person Responsible**

Krishna Rivera

**Schedule**

On 5/28/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Teachers will self monitor, and will be discussed at staff meetings.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 10/15/2014 to 5/27/2015

***Evidence of Completion***

Staff meeting minutes.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Teachers will discuss the results of using Achieve 3000 at staff meetings. Did it meet their expectations?

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 11/5/2014 to 5/27/2015

***Evidence of Completion***

Staff meeting minutes.

**G2.** Help struggling Hispanic students increase their FCAT Science scores. 1

G051666

**G2.B1** Teacher does not have enough time to help students who struggle with the language as well as science concepts 2

B129970

**G2.B1.S1** Small group instruction. 4

S142013

**Strategy Rationale**

There is a need for understanding English as well as science that can't be addressed by the teacher alone.

**Action Step 1** 5

Retain a tutor for Science

**Person Responsible**

Krishna Rivera

**Schedule**

On 6/4/2015

**Evidence of Completion**

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

Check with teachers.

**Person Responsible**

Krishna Rivera

**Schedule**

On 6/4/2015

**Evidence of Completion**

Plan books

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

On Track Science Tests

**Person Responsible**

**Schedule**

Quarterly, from 11/3/2014 to 6/4/2015

**Evidence of Completion**

**G3.** Increase the writing skills of our students so that 75% or more get a passing score on the ELA Writing Component in 2015. 1

 G051104

**G3.B1** Students need more one on one attention to understand their writing weaknesses. 2

 B128412

**G3.B1.S1** Retain teacher to give individual help to students within small learning groups. 4

 S142008

**Strategy Rationale**

More individual time within the learning groups helps students write more effectively.

**Action Step 1** 5

Set up small learning groups in all grade levels.

**Person Responsible**

Krishna Rivera

**Schedule**

Semiannually, from 10/1/2014 to 5/28/2015

**Evidence of Completion**

**G3.B2** Students have trouble with writing conventions. 2

 B128413

**G3.B2.S1** Posters of writing conventions will be posted in classrooms and referred to by students during writing activities. 4

 S140548

**Strategy Rationale**

Having the conventions easily available will help the students to remember to use them until they become automatic.

**Action Step 1** 5

Posters will be made or bought.

**Person Responsible**

Krishna Rivera

**Schedule**

***Evidence of Completion***

observation

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

Posters will be seen in classrooms

**Person Responsible**

Krishna Rivera

**Schedule**

On 5/28/2015

***Evidence of Completion***

observation, walk through

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

Students will use conventions 50% to 75% more often in their writings than before posters were added.

**Person Responsible**

Krishna Rivera

**Schedule**

On 4/15/2015

**Evidence of Completion**

observation, portfolio of writings

**G3.B3 Teachers and students unfamiliar with the new standardized test.** 2

 B129408

**G3.B3.S1 Teachers must be trained in the Florida Standards especially in the new writing tests.** 4

 S141996

**Strategy Rationale**

The new Florida Standards need to be understood for the teachers to be effective.

**Action Step 1** 5

Matthew Ohlson will com and hold seminars for the teachers.

**Person Responsible**

Krishna Rivera

**Schedule**

Monthly, from 10/13/2014 to 5/29/2015

**Evidence of Completion**

Dated sign in sheets from the seminars.

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

Mr. Rivera will discuss with the CRT's and FCIMS facilitator the effectiveness of the seminars

**Person Responsible**

Krishna Rivera

**Schedule**

Semiannually, from 1/12/2015 to 5/4/2015

***Evidence of Completion***

Sign in sheets discussions with teachers.

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

On Track scores will be monitored.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 1/12/2015 to 5/28/2015

***Evidence of Completion***

On Track scores and data chats.

**G4.** Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is that 84% of our students attain proficiency. 1

G051103

**G4.B1** Lack of understanding the underlying math concepts (including but not limited to understanding what is a quart, what is multiplying, what is regrouping). 2

B128411

**G4.B1.S1** Use manipulatives at the start of math lessons with new concepts. Move from concrete to representational, to abstract levels as the students show understanding. 4

S140542

### Strategy Rationale

Understanding math can be hard if it is only presented at abstract levels.

### Action Step 1 5

Manipulatives will be gathered as needed for math lessons with new concepts.

#### Person Responsible

Krishna Rivera

#### Schedule

Weekly, from 9/8/2014 to 5/28/2015

#### Evidence of Completion

Lesson Plans

### Action Step 2 5

Title 1 Lead Teacher will train teachers how to include manipulatives in the classroom.

#### Person Responsible

Krishna Rivera

#### Schedule

Monthly, from 9/8/2014 to 5/28/2015

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

CRT will ask teachers if they are using manipulatives and if they have enough for each student.

**Person Responsible**

Krishna Rivera

**Schedule**

On 9/29/2014

***Evidence of Completion***

Lesson Plans, data chats, walk throughs

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Pre tests and post tests will be given.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 10/13/2014 to 5/29/2015

***Evidence of Completion***

Grade book



**G4.B1.S2** Talk to parents about giving students real life experiences with the math concepts, ie quarts, multiplying etc. 4

 S140543

### Strategy Rationale

Some students lack real life experiences in math, how it is used in everyday life. What does a quart look like? How long is a meter.

### Action Step 1 5

Teachers make a list of activities that demonstrate the math lessons for the week, that can be done at home.

#### Person Responsible

Krishna Rivera

#### Schedule

Weekly, from 11/3/2014 to 5/29/2015

#### Evidence of Completion

Lesson Plans

### Action Step 2 5

Teachers communicate list with parents via classroom newsletter, website, or handouts.

#### Person Responsible

Krishna Rivera

#### Schedule

On 5/26/2015

#### Evidence of Completion

Newsletter, website, handouts etc.

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Parent communications documents

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 11/24/2014 to 5/27/2015

***Evidence of Completion***

The Parent communication documents will be referenced.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

On Track will be referenced.

**Person Responsible**


Krishna Rivera

**Schedule**


Quarterly, from 11/10/2014 to 5/28/2015

***Evidence of Completion***

**G4.B2** There is little time for teachers to address the needs of all students who are on different levels of understanding math concepts. 2

 B129455

**G4.B2.S1** Create smaller student learning groups based on skill levels. 4

 S141593

**Strategy Rationale**

The teachers or aides can focus on the needs of struggling students.

**Action Step 1** 5

With the help of On Track, math teachers will divide the classes into learning groups.

**Person Responsible**

Krishna Rivera

**Schedule**

Semiannually, from 9/15/2014 to 2/2/2015

***Evidence of Completion***

Discussion with teachers.

**Action Step 2** 5

Retain Ms M McCreedy to lead the small groups.

**Person Responsible**

Krishna Rivera

**Schedule**

On 6/4/2015

***Evidence of Completion***

Classroom walk through.

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

The strategy will be monitored by checking teachers planning books.

**Person Responsible**

Krishna Rivera

**Schedule**

Semiannually, from 11/4/2014 to 1/12/2015

***Evidence of Completion***

Classroom walk through and planning books.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

On Track test results will be checked looking for increasing scores especially for those in the small learning groups.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 11/10/2014 to 4/2/2015

***Evidence of Completion***

On Track test scores will be consulted and will be posted in the teachers lounge on data charts.

**G5.** Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school. 1

G051105

**G5.B1** Students who are chronically late. 2

B128414

**G5.B1.S1** Teachers will plan and inform students of the first activity for the next day. It should be something fun and exciting that will motivate students to come so they don't miss out. 4

S140549

### Strategy Rationale

When students hear from others, the fun that they missed out on, they will be motivated to come on time.

### Action Step 1 5

Teachers will plan and inform students of the first activity for the next day. It should be something fun and exciting that will motivate students to come so they don't miss out.

#### Person Responsible

Krishna Rivera

#### Schedule

Daily, from 9/22/2014 to 5/29/2015

#### Evidence of Completion

Planning Book

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

Teacher will monitor attendance records.

#### Person Responsible

Krishna Rivera

#### Schedule

Monthly, from 11/3/2014 to 6/1/2015

#### Evidence of Completion

Attendance records.

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

FCIM's facilitator will monitor attendance records.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 11/4/2014 to 6/2/2015

**Evidence of Completion**

attendance records

**G5.B1.S2 Offer monthly incentives to students who improve their timeliness.** 4

 S140550

**Strategy Rationale**

Recognition of those who come on time can motivate others.

**Action Step 1** 5

Teachers will give monthly awards for attendance. It could be extra time on the computers, a classroom job that the student likes, or stickers on an attendance chart.

**Person Responsible**

Jaya Kaseder

**Schedule**

Monthly, from 11/3/2014 to 6/1/2015

**Evidence of Completion**

Meetings with CRT

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Classroom observation and discussion with teachers.

**Person Responsible**

Jaya Kaseder

**Schedule**

Semiannually, from 12/17/2014 to 6/1/2015

***Evidence of Completion***

Discuss with teachers.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Compare attendance records.

**Person Responsible**

Jaya Kaseder

**Schedule**

Semiannually, from 1/7/2015 to 6/2/2015

***Evidence of Completion***

Compare attendance records especially of students who have been chronically late.

**G5.B2** Parents who let their kids stay home, or bring them late. 2

 B128415

**G5.B2.S1** Teachers will talk to parents about school attendance and tardies 4

 S140551

**Strategy Rationale**

Most parents will be motivated to get their children to school on time if they know how important it is.

**Action Step 1** 5

Teachers will talk to parents who's children have poor attendance records about how important it is to attend school regularly and on time.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 10/29/2014 to 4/1/2015

**Evidence of Completion**

Written record of communications.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Communication to parents will be monitored.

**Person Responsible**

Krishna Rivera

**Schedule**

Quarterly, from 11/3/2014 to 5/4/2015

**Evidence of Completion**

Record of communications. from teachers



**Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7**

Attendance Records

**Person Responsible**

Krishna Rivera

**Schedule**

Semiannually, from 1/5/2015 to 5/4/2015

**Evidence of Completion**

Attendance records

**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
G4.B1.S1.A1	Manipulatives will be gathered as needed for math lessons with new concepts.	Rivera, Krishna	9/8/2014	Lesson Plans	5/28/2015 weekly
G3.B2.S1.A1	Posters will be made or bought.	Rivera, Krishna	observation	one-time	
G5.B2.S1.A1	Teachers will talk to parents who's children have poor attendance records about how important it is to attend school regularly and on time.	Rivera, Krishna	10/29/2014	Written record of communications.	4/1/2015 quarterly
G5.B1.S1.A1	Teachers will plan and inform students of the first activity for the next day. It should be something fun and exciting that will motivate students to come so they don't miss out.	Rivera, Krishna	9/22/2014	Planning Book	5/29/2015 daily
G5.B1.S2.A1	Teachers will give monthly awards for attendance. It could be extra time on the computers, a classroom job that the student likes, or stickers on an attendance chart.	Kaseder, Jaya	11/3/2014	Meetings with CRT	6/1/2015 monthly
G4.B2.S1.A1	With the help of On Track, math teachers will divide the classes into learning groups.	Rivera, Krishna	9/15/2014	Discussion with teachers.	2/2/2015 semiannually
G4.B1.S2.A1	Teachers make a list of activities that demonstrate the math lessons for the week, that can be done at home.	Rivera, Krishna	11/3/2014	Lesson Plans	5/29/2015 weekly
G3.B3.S1.A1	Matthew Ohlson will com and hold seminars for the teachers.	Rivera, Krishna	10/13/2014	Dated sign in sheets from the seminars.	5/29/2015 monthly
G3.B1.S1.A1	Set up small learning groups in all grade levels.	Rivera, Krishna	10/1/2014		5/28/2015 semiannually
G2.B1.S1.A1	Retain a tutor for Science	Rivera, Krishna	8/29/2014		6/4/2015 one-time
G1.B1.S1.A1	Retain Accelerated Reader in our school.	Rivera, Krishna	8/25/2014		6/4/2015 one-time
G1.B2.S1.A1	Retain Ms Consbruck to teach in a small group or individualized setting.	Rivera, Krishna	9/3/2014	Planning books	6/2/2015 one-time
G1.B2.S2.A1	The teachers will be asked if they are using Achieve 3000.	Rivera, Krishna	10/1/2014	Teachers responses and planning books.	5/28/2015 quarterly

**Alachua - 0957 - Alachua Learning Academy Elementary - 2014-15 SIP**  
*Alachua Learning Academy Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A2	Retain Ms M McCreedy to lead the small groups.	Rivera, Krishna	9/16/2014	Classroom walk through.	6/4/2015 one-time
G4.B1.S1.A2	Title 1 Lead Teacher will train teachers how to include manipulatives in the classroom.	Rivera, Krishna	9/8/2014		5/28/2015 monthly
G4.B1.S2.A2	Teachers communicate list with parents via classroom newsletter, website, or handouts.	Rivera, Krishna	11/10/2014	Newsletter, website, handouts etc.	5/26/2015 one-time
G1.B2.S2.A2	Make sure the teachers know how to use the program. Ms Kaseder is a resource teacher for anyone having problems with the software.	Rivera, Krishna	10/1/2014		5/28/2015 one-time
G1.MA1	Assessments built into Achieve 3000 and report generated from it.	Rivera, Krishna	10/1/2014	Reports generated from Achieve 3000.	5/29/2015 biweekly
G1.B1.S1.MA1	Reading goal charts in all homerooms.	Rivera, Krishna	8/25/2014	Homeroom walk through.	6/4/2015 one-time
G1.B1.S1.MA1	Make sure all students are given ample time to choose their own books and some time in class and out of to read them.	Rivera, Krishna	8/25/2014	Chats with teachers and planning books.	6/4/2015 one-time
G1.B2.S1.MA1	The On Track test results will be monitored for effectiveness.	Rivera, Krishna	9/15/2014	On Track tests results.	5/28/2015 quarterly
G1.B2.S1.MA1	Ms Consbruck's schedule will be monitored to make sure the struggling students are on her list.	Rivera, Krishna	9/3/2014	Planning Books, data chats with FCIMS facilitator.	5/27/2015 quarterly
G1.B2.S2.MA1	Teachers will discuss the results of using Achieve 3000 at staff meetings. Did it meet their expectations?	Rivera, Krishna	11/5/2014	Staff meeting minutes.	5/27/2015 quarterly
G1.B2.S2.MA1	Teachers will self monitor, and will be discussed at staff meetings.	Rivera, Krishna	10/15/2014	Staff meeting minutes.	5/27/2015 quarterly
G2.MA1	On Track tests	Rivera, Krishna	10/1/2014		6/4/2015 quarterly
G2.B1.S1.MA1	On Track Science Tests		11/3/2014		6/4/2015 quarterly
G2.B1.S1.MA1	Check with teachers.	Rivera, Krishna	9/8/2014	Plan books	6/4/2015 one-time
G3.MA1	Students will show a gradual increase in graded writings showing fidelity to rubric.		CRT will meet with FCIM's director showing students progress in writing.	once	
G3.B2.S1.MA1	Students will use conventions 50% to 75% more often in their writings than before posters were added.	Rivera, Krishna	10/1/2014	observation, portfolio of writings	4/15/2015 one-time
G3.B2.S1.MA1	Posters will be seen in classrooms	Rivera, Krishna	9/1/2014	observation, walk through	5/28/2015 one-time
G3.B3.S1.MA1	On Track scores will be monitored.	Rivera, Krishna	1/12/2015	On Track scores and data chats.	5/28/2015 quarterly
G3.B3.S1.MA1	Mr. Rivera will discuss with the CRT's and FCIMS facilitator the effectiveness of the seminars	Rivera, Krishna	1/12/2015	Sign in sheets discussions with teachers.	5/4/2015 semiannually
G4.MA1	Pre and post test scores will be analyzed. Students who failed the post test will be given additional help.	Rivera, Krishna	10/1/2014	CRT will meet with FCIM's director showing students progress from tests in math skills.	5/29/2015 quarterly
G4.B1.S1.MA1	Pre tests and post tests will be given.	Rivera, Krishna	10/13/2014	Grade book	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	CRT will ask teachers if they are using manipulatives and if they have enough for each student.	Rivera, Krishna	9/23/2014	Lesson Plans, data chats, walk throughs	9/29/2014 one-time
G4.B2.S1.MA1	On Track test results will be checked looking for increasing scores especially for those in the small learning groups.	Rivera, Krishna	11/10/2014	On Track test scores will be consulted and will be posted in the teachers lounge on data charts.	4/2/2015 quarterly
G4.B2.S1.MA1	The strategy will be monitored by checking teachers planning books.	Rivera, Krishna	11/4/2014	Classroom walk through and planning books.	1/12/2015 semiannually
G4.B1.S2.MA1	On Track will be referenced.	Rivera, Krishna	11/10/2014		5/28/2015 quarterly
G4.B1.S2.MA1	Parent communications documents	Rivera, Krishna	11/24/2014	The Parent communication documents will be referenced.	5/27/2015 quarterly
G5.MA1	Attendance Records	Rivera, Krishna	1/5/2015	attendance records	6/3/2015 semiannually
G5.B1.S1.MA1	FCIM's facilitator will monitor attendance records.	Rivera, Krishna	11/4/2014	attendance records	6/2/2015 quarterly
G5.B1.S1.MA1	Teacher will monitor attendance records.	Rivera, Krishna	11/3/2014	Attendance records.	6/1/2015 monthly
G5.B2.S1.MA1	Attendance Records	Rivera, Krishna	1/5/2015	Attendance records	5/4/2015 semiannually
G5.B2.S1.MA1	Communication to parents will be monitored.	Rivera, Krishna	11/3/2014	Record of communications. from teachers	5/4/2015 quarterly
G5.B1.S2.MA1	Compare attendance records.	Kaseder, Jaya	1/7/2015	Compare attendance records especially of students who have been chronically late.	6/2/2015 semiannually
G5.B1.S2.MA1	Classroom observation and discussion with teachers.	Kaseder, Jaya	12/17/2014	Discuss with teachers.	6/1/2015 semiannually

## 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.

**G3.** Increase the writing skills of our students so that 75% or more get a passing score on the ELA Writing Component in 2015.

**G3.B3** Teachers and students unfamiliar with the new standardized test.

**G3.B3.S1** Teachers must be trained in the Florida Standards especially in the new writing tests.

### PD Opportunity 1

Matthew Ohlson will com and hold seminars for the teachers.

#### Facilitator

Matthew Ohlson, Ms Jaya Kaseder

#### Participants

All teachers and other classroom resource staff.

#### Schedule

Monthly, from 10/13/2014 to 5/29/2015

**G4.** Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is that 84% of our students attain proficiency.

**G4.B1** Lack of understanding the underlying math concepts (including but not limited to understanding what is a quart, what is multiplying, what is regrouping).

**G4.B1.S1** Use manipulatives at the start of math lessons with new concepts. Move from concrete to representational, to abstract levels as the students show understanding.

### PD Opportunity 1

Title 1 Lead Teacher will train teachers how to include manipulatives in the classroom.

#### Facilitator

Title 1 Lead Teacher

#### Participants

Math teachers.

#### Schedule

Monthly, from 9/8/2014 to 5/28/2015

## 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> Increase Reading Scores by 15% for all students	21,024
<b>Goal 2:</b> Help struggling Hispanic students increase their FCAT Science scores.	5,000
<b>Goal 3:</b> Increase the writing skills of our students so that 75% or more get a passing score on the ELA Writing Component in 2015.	7,099
<b>Goal 4:</b> Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is that 84% of our students attain proficiency.	20,490
<b>Grand Total</b>	<b>53,613</b>

### Goal 1: Increase Reading Scores by 15% for all students

Description	Source	Total
<b>B1.S1.A1</b> - Retain Accelerated Reader	Title I Part A	1,640
<b>B2.S1.A1</b> - Ms Consbruck	Title I Part A	19,384
<b>Total Goal 1</b>		<b>21,024</b>

### Goal 2: Help struggling Hispanic students increase their FCAT Science scores.

Description	Source	Total
<b>B1.S1.A1</b> - Retain Ms Mcreeedy to help students in Science \$5000	Title I Part A	5,000
<b>Total Goal 2</b>		<b>5,000</b>

### Goal 3: Increase the writing skills of our students so that 75% or more get a passing score on the ELA Writing Component in 2015.

Description	Source	Total
<b>B1.S1.A1</b> - Ms Diane Consbruck	General Fund	5,000
<b>B3.S1.A1</b> - Ms Jaya Kaseder to help analyze the effectiveness of training and as FCIMS facilitator	Title I Part A	2,099
<b>Total Goal 3</b>		<b>7,099</b>

### Goal 4: Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is that 84% of our students attain proficiency.

Description	Source	Total
<b>B1.S1.A2</b> - Ms Jaya Kaseder \$1105.57	Title I Part A	1,106
<b>B2.S1.A2</b> - Retain Ms McCreedy	Title I Part A	19,384
<b>Total Goal 4</b>		<b>20,490</b>