



School Improvement Plan SY 2018-19

BELLEAIR ELEMENTARY SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

Table of Contents

Continuous Improvement	3
Goals	10
Conditions for Learning	11
A. ELA/Reading Goal	15
B. Mathematics Goal.....	17
C. Science Goal.....	19
E. Healthy Schools Goal	21
Subgroups	22
A. Bridging the Gap with Equity for All: Black Students	22
B. ESE (As appropriate, based on school data)	23
C. ELL (As appropriate, based on school data).....	25
D. Gender (As appropriate, based on school data)	27
Family and Community Engagement	28
SAC Membership	30
BUDGET / SIP FUNDS	31



Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Tabitha Griffin	SAC Chair:	Laura Center
-------------------	-----------------	-------------------	--------------

School Vision	100% scholar success~ Each and every scholar makes at least a year of learning gains
----------------------	--

School Mission	To provide a safe learning and environment and create lifelong learners who achieve at least a year or more of growth.
-----------------------	--

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
596	10	153	303	26	104	0

School Grade	2018: C	2017: C	2016: B	Title I	YES
---------------------	-------------------	-------------------	-------------------	----------------	-----

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	36	32	54	54	50	50						
Learning Gains All	43	34	53	51								
Learning Gains L25%	40	29	55	41								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Tabitha	Griffin	FT	4-10 years
Equity Champion/1 st Grade Team Leader	Tiffani	Miller	FT	4-10 years
ESE	Suzanne	Tudor	FT	1-3 years
ELL	Erin	DeLong	FT	11-20 years
Climate and Culture	Andrea	Wilkins	FT	1-3 years
Assistant Principal	Renee	Kelly	FT	4-10 years
K Team Leader	Laura	Center	FT	4-10 years
2 nd Grade Team Leader	Lauren	Frantzis	FT	4-10 years
3 rd Grade Team Leader	Sarah	Lenhart	FT	4-10 years
4 th Grade Team Leader	Amanda	Faraone	FT	4-10 years
5 th Grade Team Leader	Jenna	Tice	FT	4-10 years
Guidance Counselor	Michele	Morehouse	FT	4-10 years



Total Instructional Staff:	48	Total Support Staff:	25
----------------------------	----	----------------------	----

B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Standards-based planning and instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning and instruction , then the percent of all students achieving proficiency will increase from 36% to 57% in ELA and 54% to 65% in mathematics. [Click or tap here to enter text.](#)

2. Priority 2: Conditions for learning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students achieving proficiency will increase from 36% to 50% in ELA and 54% to 60% in mathematics.

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students achieving proficiency will increase from 36% to 50% in ELA and 54% to 60% in mathematics.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> • Prep PLC agendas • Share observation data (walkthroughs, PLCs, collaborative planning, intervention checks, classroom culture) • Review formative assessment data (behavior, 	Principal, Assistant Principal	Team Leaders, Administrator, Student Services, ESE, ESOL and specialist team leader	Bi-weekly on Tuesdays	<ul style="list-style-type: none"> • Ensure that interim and formative assessments align to the standards being taught. • Reviewing grade level student data (growth according to MAP) and create action plans



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				academic and attendance) <ul style="list-style-type: none"> Review L35 student progress Review grade level data 				
2.	Tier 3 Problem-solving Team	Priority 2	Monitor instructional interventions to close the achievement gap to increase student learning gains	<ul style="list-style-type: none"> Review individual results for both academic and behavioral instruction data to determine if the interventions are closing the gaps. 	Psychologist Principal Assistant Principal Social Worker Guidance counselor	Principal Principal Assistant Principal Social Worker Guidance counselor ESE teacher ESOL teacher Team Leaders Psychologist	Twice a month at student service meetings and SBLT.	<ul style="list-style-type: none"> On-going progress monitoring (through data collection with AIMS and review of PSW and PBIP/FBA).
3.	Equity Team	All Priorities	Improve the culture and climate Increase use of culturally responsive teaching strategies and planning of the strategies Ensure restorative practices are used with fidelity for	<ul style="list-style-type: none"> Monthly staff meetings 	Equity Champion	Equity Team Administrators	Monthly	<ul style="list-style-type: none"> Lesson plans with CRT strategies NOW Call data Referral Data Attendance data



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			SEL and content purposes					
4.	Child Study Team	All Priorities	Monitor student attendance to ensure learning of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> Monitoring students with 10% and 20% or more absences. Monitor attendance codes in Focus. Maintain communication with families. 	Social Workers	Principal, District attendance specialist, guidance counselor, social worker	Every two weeks	<ul style="list-style-type: none"> Attendance data Attendance PSW
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	<i>Monitor instructional implementation of grade-level standards and facilitate PLCs to increase student FSA proficiency</i>	<ul style="list-style-type: none"> Collaboratively plan weekly, examine data during PLC's, 	Grade level, ESE, ESOL and Specialist Team Leaders	Grade level, ESE, ESOL and Specialist teams, math and ELA coaches, principal and assistant principal	Weekly	<ul style="list-style-type: none"> Reviewing individual student data (growth according to MAP) and create action plans Class data by teacher (percent of students meeting or exceeding projected proficiency according to MAP) and create an action plan.
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this</i>	Choose an item.		<ul style="list-style-type: none"> 				<ul style="list-style-type: none">



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>does not need to be duplicated).</i>							
7.	PBIS Team	All Priorities	To help students achieve success in social emotional and academic areas	<ul style="list-style-type: none"> Monthly restorative practice PD 	Guidance Counselor	All staff	Pre-school and Monthly at staff meetings	<ul style="list-style-type: none"> Meeting minutes
8.	Family Engagement Team	All Priorities	To inform, educate, and engage families in the instruction of their children	<ul style="list-style-type: none"> Provide academic tools to families to support achievement at home 	Classroom teachers	All staff	Monthly	<ul style="list-style-type: none"> Meeting minutes

Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 57% of all received referrals were generated by black students (10 girls and 53 boys). We expect our performance level to be 35% by May 2019.
2. The problem/gap in behavior performance is occurring because there is a lack of culturally relevant engagement strategies being utilized continually in all classrooms.
3. If additional and continuous training in culturally relevant engagement strategies would occur, the problem would be reduced by 22% by increasing classroom participation of diverse learners as evidenced by School’s Profile Behavioral Data. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies monthly at SBLT and at faculty meetings.

5. SMART GOAL:

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The percent of black students receiving referrals will decrease from 57% to 35%, as measured by Schools Profile Referral Data.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Strengthen the ability of all staff to establish and maintain positive relationships with all students.

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	• Griffin, Kelly, Morehouse, Albritton, Brunelle	• June 25 and 26
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Morehouse	• June 11-14
<i>Conduct Introduction to Restorative Practices Training</i>	• Palmer	• August 6
<i>Conduct Using Circles Effectively Training</i>	• Morehouse	• October 15
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• Morehouse	• Pre-School August 6
<i>Conduct learning opportunities.</i>	• Morehouse and PR Team (Griffin, Kelly, Albritton, Brunelle)	• Monthly at Staff Meeting , On-going



<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Griffin and Kelly 	<ul style="list-style-type: none"> On-going
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> Student services and administration, SBLT team 	<ul style="list-style-type: none"> Bi-Weekly
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> SBLT (administration, student services, team leaders, PBIS team) 	<ul style="list-style-type: none"> Monthly
<i>Define expectations for utilizing and rewarding students with Tiger Bucks, Tiger Roars, and Tiger of the Month to ensure consistent use.</i>	<ul style="list-style-type: none"> Administrators and PBIS Team 	<ul style="list-style-type: none"> Monthly
<i>Implement instructional strategies from AVID CRT used to increase engagement of diverse learners.</i>	<ul style="list-style-type: none"> AVID CRT Team 	<ul style="list-style-type: none"> Include weekly in NYCU

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices-	All instructional staff (53)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Using Circles Effectively	All instructional staff (53)	
Equity with Excellence	All staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID: Culturally Relevant Teaching	Instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Gender Professional Development	All staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 93.2%. We expect our performance level to be 95% by May 2019 school year.
2. The problem/gap in attendance is occurring because parents are unaware of the multiple ways to report absences and the importance of attendance.
3. If parent education on the importance of attendance and the ways to report absences would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by meeting with the staff to review processes and implementation three times per year to see if the percentage of absences decreases .

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students who are absent 10% or more will decrease from 29% to 17%, as measured by attendance dashboard in School Profiles.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Choose Attendance Strategy
- Choose Attendance Strategy

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process, attendance and academic data correlation and school-wide strategies for positive attendance with all families and staff.</i>	CST Team	Pre-School August, December, April, and at the end of each grading period
<i>Include attendance message on the office incoming message to include no early dismissal or dismissal changes 30 minutes prior to school release.</i>	Principal	August
<i>Implement perfect attendance incentive programs with students and families where immediate family members receive complimentary dinner and no uniform passes for students. All families are welcome to participate in the dinner for a nominal fee.</i>	Guidance Counselor	Monthly at evening events
<i>Engage students and families in golden rod weekly attendance notes to send home with students for parents to provide documentation for their child's absence and decrease the number of pending absences.</i>	Guidance Counselor	Weekly in Communication Folders
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	CST Team	Bi-weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	CST Team	Ongoing
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Teachers	Daily
<i>Ensure that all staff indicate on the report card box that a student has loss of instructional time due to excessive absences/tardies if a student misses more than 5 days per marking period.</i>	Teachers/Guidance Counselor	Per grading period
<i>Implement Zuzingo for all students in Kindergarten.</i>	Guidance Counselor/Kdg. Teachers	Daily



8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional Development in Pre-School with the staff regarding the attendance process.	Guidance Counselor and Attendance SIP Team	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Educate parents on the attendance process including early dismissal parameters, acceptable reasons for an absence, reporting an absence, and the correlation between academics and attendance.	Guidance Counselor, Social Worker, Teachers, Administrators, DMT, Front Office Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Include attendance data monthly in the school newsletter.	Guidance Counselor	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 36%, as evidenced in 2017-2018 ELA FSA.
2. We expect our performance level to be 57% by May 2019.
3. The problem/gap is occurring because students need to increase their stamina in literacy (writing and reading).
4. If students increased their stamina, the problem would be reduced by 14%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 36% to 57%, as measured by MAP and/or FSA ELA 2018-2019.

The percent of all students making reading gains will increase from 43% to 57% as measured by MAP and/or FSA ELA.

The percent of L25 students making reading gains will increase from 40% to 50% as measured by MAP and/or FSA ELA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers monitor and provide students with targeted, actionable feedback to support learning.	All classroom teachers and instructional support staff	Ongoing
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	All classroom teachers and instructional support staff, administration, student services	Ongoing
Foster a positive classroom environment that encourages: curiosity, enthusiasm, praise, effort and encouragement with clear expectations.	All staff	Ongoing
Provide multiple opportunities for students to grapple with vocabulary across the literacy block.	All classroom teachers and instructional support staff, administration, student services	Ongoing
Provide extended time for scholars to read independently with accountability to build their stamina.	All classroom teachers and instructional support staff	Ongoing

- 8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):



Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pinellas Vocabulary Project Thinking Maps	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Lauren Hansell MAP Data October Instructional Ladders and use Unify to continue monitoring L35	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Culturally Relevant Teaching Strategies training	All instructional staff and support staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity with Excellence	All instructional staff and support staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Attend District ELA Collaborative Planning (Module Rollouts)	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 54%, as evidence in the 2017-2018 FSA Mathematics.
2. We expect our performance level to be Click or tap here to enter text. 65% by May 2019.
3. The problem/gap is occurring because tasks are not varied and do not meet the complexity of the standards.
4. If we provide a variety of tasks that are aligned to the complexity of the standard, empower students to solve problems in multiple ways, and make their thinking public , the problem would be reduced by 11%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving math proficiency will increase from 54% to 65%, as measured by FSA and MAP .

The percent of L25 students making learning gains will increase from 55% to 65% as measured by FSA and MAP.

The percent of all students making learning gains will increase from 53% to 65% as measured by FSA and MAP.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System (MFAS) and Rich Mathematical Tasks from the Curriculum Guides	Math Coach, Team Leaders	Weekly during planning times
Teachers implement daily Number Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc.) at the start of the math block to increase number sense and flexibility.	Teachers	Daily
Teachers will include culturally relevant teaching strategies in daily math lesson plans (using 6M’s and/or AVID culturally relevant teaching strategies).	Teachers	Daily
Teachers will immerse students in discussions by making connections to students’ concepts and work by attaching vocabulary to learning.	Teachers	Daily

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*



Professional Learning Description	Participants (number and job titles)	Priority Alignment
High Yield Number Routine training	Whole Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Introduction to NCTM Effective Teaching Practices and exploration of district-provided resources	Whole Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Culturally Relevant Teaching Strategies training	Whole Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Ongoing staff development in high cognitive demand tasks with video analysis and anticipation of common responses. (whole school quarterly)	Grade level teams (including ESE, ELL, Paras, TA's, and Bilinguals)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Continue facilitating the use of the unit assessments in Unify during planning and analyzing the data by standard for their class and across the grade level.	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Attend District Math Collaborative Planning Hubs	Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 50%, as evidenced in 2017-2018 SSA.
2. We expect our performance level to be 60% by SSA.
3. The problem/gap is occurring because Science vocabulary and the Nature of Science is not being explicitly taught in all grade levels.
4. If we consistently implement vocabulary instruction and establish routine practice of the 10-70-20 instructional model for students, the problem would be reduced by 10%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of 5th grade students achieving science proficiency will increase from 50% to 60%, as measured by FSA Science.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure students take diagnostic assessment in August and utilize item analysis strategies to identify lowest 3rd and 4th grade standards for Life, Physical, Earth and NOS to support planning and differentiation for students.	MTSS Coach/ Team Leaders	August
Teachers utilize assessments in Unify and data from cycle assessments during planning utilizing the 'Differentiated Resources' section in the curriculum guides to identify instructional supports for students for both intervention and enrichment.	Team Leaders	Weekly during planning
Develop and implement an instructional review calendar of academic vocabulary gaming and ongoing support in 3rd and 4th grade standards.	3 rd , 4 th and 5 th Grade Team Leaders	September
Teachers use the SLAG's to monitor and provide feedback to students to support the 10-70-20 instructional model.	Classroom Teachers	Daily, ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth.	Executive Leadership Team	Weekly, Ongoing



Vertical Articulation to increase understanding of standards across grade level teams	Teachers	3xs per year (September, February, May)
Utilize HOT questions from the Teacher Resource Guides in Safari Montage	Classroom Teachers	Ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
 Priority 2
 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development using Thinking Maps with a focus on content and vocabulary.	Whole staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Attend DWT on new Science curriculum	Team Leaders	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development in “Confirming the Learning” portion of the instructional model.	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development in Nature of Science planning and delivery of instruction and hands-on investigation.	Whole staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 6 out of 6 modules in bronze, a, as evidenced in the Healthy Schools Alliance, Generation, Healthy Schools Program Framework. .
2. We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold by May 2019.
3. The problem/gap is occurring because the school fund raiser options and food sold in the cafeteria does not adhere to smart snack guidelines.
4. If the sale of our healthy school team can monitor the implementation of administrative guidelines for wellness would occur, the problem would be reduced and our level of performance will increase to Silver.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The number of all student sales of useful products during school funds raisers will increase from 10% to 100%, as measured by the level criteria set by the Healthy Schools Alliance.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Ensure all school fundraisers include useful products instead of unhealthy foods.
- Sell food in the cafeteria that adheres to smart snack guidelines.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	Principal	August 2018
Attend district-supported professional development	Wellness Champion	September
Complete Healthy Schools Program Assessment	Healthy School Team	September
Complete the SMART Snacks in School Documentation	Cafeteria Manager	August/September

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component # 19545	Healthy School Team Members	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Program Smart Snacks in School Component #19549		<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 37% ELA and 46% Math and 57% of referrals were generated by our Black students, as evidenced in FSA scores and School Profiles Report from the 2017-2018 school year.
2. We expect our performance level to be 57% in ELA and 60% in Math and 45% of referrals generated by our Black students by May 2019.
3. The problem/gap is occurring because loss of instructional time due to disciplinary referrals.
4. If instructional time increases due to reduction of referrals, ELA and Math proficiency will improve by 10% and referrals received by Black students will become proportionate to the percent of black scholars enrolled at Belleair.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students receiving referrals will decrease from 57% to 45%, as measured by School Profiles Report.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Improved proficiency in MAP and FSA scores due to a decrease in behavioral referrals. Increased staff awareness and cultural sensitivity.

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Calendar out RP, SEL, GDI, CRT, and equity training for the year.	Administration, RIT team, CRT team, Equity team.	During the summer and monthly.
Professional learning walks.	Administrators and leadership team.	Three times per year.
Horizontal and vertical collaboration	Administrators and leadership team.	Monthly.

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Gender differentiation, AVID CRT strategies training.	All staff.	<input checked="" type="checkbox"/> Priority 1
Equity Champion Training.	All staff.	<input checked="" type="checkbox"/> Priority 1
Restorative Practices Training.	All staff.	<input checked="" type="checkbox"/> Priority 1



B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 18% ELA and 41% Math, as evidenced in FSA scores from the 2017-2018 school year.
2. We expect our performance level to be 35% ELA and 50% Math by May 2019.
3. The problem/gap is occurring because there is a gap in foundational literacy and math skills as a pathway to grade level work.
4. If the decrease in the gap for foundational literacy and math skills would occur, the problem would be reduced and performance increased by 13% for ELA and 7% for Math.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students improving foundational literacy and math skills toward grade level expectations will increase from 18% ELA and 41% Math to 32% ELA and 50% Math, as measured by 2018-2019 FSA scores.

6. STRATEGIES: *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Choose Strategy

Choose Strategy

1. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide opportunities for ESE and Gen Ed teachers to co-plan for differentiated instruction and support delivery of services.	Renee Kelly, ESE Teachers, Classroom Teachers	Monthly
Embed AVID culturally relevant strategies (metacognitive strategies) into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.	ESE and Classroom Teachers	Ongoing
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade-level work.	ESE and Classroom Teachers	Ongoing
Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.	ESE and Classroom Teachers, Paraprofessionals	Ongoing

2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): Priority 1 Priority 2 Priority 3

3. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*



Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pre-school collaboration: Review student strengths, differentiated learning plans (IEP, 504, EP/Gifted, PSW, FBA/PBIP), classroom accommodations, IEP annual goals, data monitoring, and upcoming monthly IEP chats.	ESE, Gifted, and Classroom Teachers, Renee Kelly (AP), Tabitha Griffin (P), Guidance Counselor, School Social Worker	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Grade-level and school-wide collaboration, professional development, differentiated instruction strategies	ESE, Gifted, and Classroom Teachers, Renee Kelly (AP), Tabitha Griffin (P), Guidance Counselor, School Social Worker	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
LLI full training, Jan Richardson refresher training, ongoing IRLA training, Math strategies trainings, Professional Development such as: Navigating Rigor training, Engaging Students in Complex Tasks training	All instructional and support staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 17% of our 3rd through 5th grade students, as evidenced in ELA FSA.
2. We expect our performance level to be 35% by May 2019.
3. The problem/gap is occurring because students are not being given the opportunity to demonstrate their thinking through speaking and writing .
4. If students are given more opportunities to demonstrate their thinking through speaking and writing, the problem would be reduced by 18%.

5. SMART GOALS:

EXAMPLE: The percent of ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ELL students achieving ELA proficiency will increase from 17% to 35%, as measured by ELA FSA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize Model Performance Indicators	Instructional and support staff (TA's, Paras, BA's)	ongoing
Utilize Academic Vocabulary throughout instruction	Instructional and support staff (TA's, Paras, BA's)	ongoing
WIDA Scores to determine English proficiency levels to further develop academic proficiency	Instructional and support staff (TA's, Paras, BA's)	ongoing
Utilize Go to strategies to develop linguistic and academic proficiency	Instructional and support staff (TA's, Paras, BA's)	ongoing

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District wide ELL Training	All instructional, TA's, Para's and BA's staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



ESOL teachers will give additional PD to staff	All instructional, TA's, para's, and BA's staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PVPr training	All instructional, TA's, para's, and BA's staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ELL Book Study	All Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Side-by-side coaching with UCF Professor Dr. Walters	Instructional and Support Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Gender (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 37% ELA and 56% Math for males, 36% ELA and 48% Math for females, as evidenced in FSA scores.
2. We expect our performance level to be 57% ELA and 65% Math for both genders by May 2019.
3. The problem/gap is occurring due to lost instructional time due to behavior.
4. If communicating high expectations daily in ELA with boys is improved, the problem would decrease and proficiency would increase by 13% ELA for males.

5. SMART GOALS:

EXAMPLE: The percent of male students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of male students achieving ELA proficiency will increase from 37% to 57%, as measured by FSA and MAP Scores.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions

- Invest in the building of high expectations and growth mindset.
- Enhance opportunities for Voice & Choice.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Communicate high expectations in ELA (growth mindset)	All instructional and support staff, community and families.	Ongoing daily
Boys recognized for risk taking and effort.	All staff	Ongoing daily
Student-choice incentives offered through reward system in class based on individual motivational survey, highly effective accountability system.	All staff	Ongoing daily
Offer hands-on projects, flexible grouping, and variety of materials. Students choose tasks, projects and partnerships for themselves.	All staff	Ongoing daily
Continue to increase diverse instructional materials and flexibility seating options.	Media Specialist, Administration, Literacy Coach.	Ongoing daily

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Gender differentiated instruction training, restorative practices training.	PBIS Team	<input checked="" type="checkbox"/> Priority 1
AVID Culturally Relevant Teaching Strategies.	All instructional and support staff.	<input checked="" type="checkbox"/> Priority 2



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> • Belleair's Best (end of year student led conference) to discuss student progress throughout the year/scheduled phone and/or face to face parent and teacher conference. • Educate parents through a flyer, Open House information (accessing Portal to check grades, updating parent contact information, parent/teacher data chats). • Additional comments on report cards regarding specific MAP scores and attendance. 	<ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools during the training; learn new tips to support their child at home; share knowledge about their child with teacher. • Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home. • Provide families/parents with academic tools/ resources on a regular basis. 	<ul style="list-style-type: none"> • Classroom teachers and school staff 	<ul style="list-style-type: none"> • Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations that promote parent advocacy. • Utilize student services to provide families/parents, and students with resources, tools, 	<ul style="list-style-type: none"> • Classroom teachers and school staff 	<ul style="list-style-type: none"> • Ongoing



	triage support, outside agencies referrals.		
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> • Develop and implement activities to build respect and trust between home and school • Conduct home visit to increase relationships between teacher and family/parent • Increase positive interaction with parents/families on a regular basis. • Utilize focus groups to gather parents and family input for development of school improvement. 	<ul style="list-style-type: none"> • Classroom teachers and school staff 	<ul style="list-style-type: none"> • Ongoing

5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Collaborating for Success- High Impact Classroom Family Engagement 8/30, 9/18, 10/18 4:30pm	All interested parties	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Tabitha	Griffin	Black	Principal
Laura	Center	White	Teacher
Tracy	Albritton	White	Teacher
Tarvis	Redding	Black	Business/Community
Lothar	Erdtmann	White	Business/Community
Jose	Correa	Hispanic	Parent
Luz	Guerrero-Moreno	Hispanic	Parent
Carmen	Polemis-Ramirez	Hispanic	Support Employee
Lina	Garcia	Hispanic	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: 8/20/2018 No



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource. *Budgeted amounts are approximations.*

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	Purchase culturally diverse reading materials[]	[]
	[Purchase incentives for students who meet their iStation, ST Math, and MAP Growth goals]	[\$300]
2.	Behavioral Support	\$ [Insert amount for category]
	[Purchase supplies for PBIS Celebrations, PAW Mart]	[\$2,000]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Purchase flexible seating options Diverse reading materials]	[\$]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	[Pay for translators at Family Engagement Activities]	[\$300]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (please list below)	\$ [Insert amount for category]



Budget and Other Requirements

	[Purchase meals for family engagement activities]	[]
	[Provide transportation for Family Engagement Activities]	[]
TOTAL \$ [\$2,500]		