School Improvement Plan
SY 2018-19

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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.

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Rebecca Moore		SAC Chair:	Rachel Gonzales

School Vision	Always expect the best--- 100% student success!

School Mission	Educate and prepare each student for college, career and life.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
635	93	107	122	36	277	0

School Grade	2018: C	2017: C	2016: C	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	42	44	60	58	61	45						
Learning Gains All	38	50	59	63								
Learning Gains L25%	25	54	39	47								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Rebecca	Moore	FT	11-20 years
Equity Champion	Heidi	Fletcher	FT	1-3 years
Equity Champion	Melissa	Livingston	FT	1-3 years
ESE	Heather	Curtis	FT	4-10 years
ELL	Diem	Nguyen	FT	1-3 years
Climate and Culture	Jelena	Babic	FT	1-3 years
Assistant Principal	Jeane	Morehouse	FT	4-10 years
MTSS Coach	Jacqui	Oester	FT	11-20 years
Total Instructional Staff:	50		Total Support Staff:	24

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%.

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1. Priority 1: Learning gains for each and every student, especially L25

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support learning gains for each and every student, especially L25 , then the percent of all students achieving learning gains will increase from 38% in ELA and 59% in Math to 55% in ELA and 63% in Math. For L25's the percent of all students achieving learning gains in ELA will increase from 25% to 50% and in math 39% to 50%.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support **student-centered with rigor and culturally relevant teaching** , then the percent of all students achieving proficiency will increase from 42% in ELA and 60 % in Math to 57% in ELA and 62 % in Math

3. Priority 3: Standards-based planning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase from 42% in ELA and 60 % in Math to 57% in ELA and 62 % in Math

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Monitor school-wide learning and implementation of grade level standards to increase student FSA proficiency	• Analyze data monthly • Discuss grade level monthly action plans aligned to standards • Determine professional development	Principal	• Principal • Assistant Principal • Grade level rep (Team Leader) • ESE teachers • ESOL teacher • MTSS Coach • School Psychologist • Social Worker • School Counselor	2nd and 4th Wednesday of the month	• Lesson plans aligned to standards • Formative assessments • Meeting minutes
2.	Tier 3 Problem-solving Team	All Priorities	Monitor, review and revise student problem solving	• Monitor student growth weekly based on DIBELS	MTSS Coach	• MTSS Coach • School Psychologist	Student data	• Updated Problem Solving Worksheets

	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
			plans (academic and behavior) to increase FSA proficiency	probes progress monitoring and frequency charts determined by need of student and the student service team member •Evaluate Tier 2 interventions •Determine need of intervention intensity •Conduct Tier 3 and Tier 2 intervention observations		• Social Worker	collected weekly Data Discussions 2nd Wednesday of the month	(PSW), FBA, PBIP (every 6 weeks) • Meetings held with parent, teacher, MTSS Coach, and student service team member case manager to review and revise student plans • Fidelity documentation of interventions
3.	Equity Team	All Priorities	Monitor and compare behavior data among subgroups	•Train 2 staff members as school based Equity Champions •Conduct staff development on equity and restorative practices •Provide grade level reps with monthly data to share at PLC's •	Equity Champions	• Principal • Assistant Principal • Grade level rep • Equity Champions • MTSS Coach	1st Wednesday of the month	• Decreased referrals and out of school suspensions of subgroups • Use of restorative practices strategies

	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
4.	Child Study Team	All Priorities	Monitor student attendance to increase student attendance rates which will factor into increased FSA proficiency	• Review attendance data, processes and effectiveness of school-wide attendance strategies	Social Worker	• Social Worker • Principal • Assistant Principal • MTSS Coach	1st and 3rd Friday of the month	• Bi monthly minutes • Action plan updates
5.	Safety Team	All Priorities	Address safety concerns within the school	• Review accident and incident reports • schedule emergency drills • review emergency procedures and process	Safety Leader	• Principal • Assistant Principal • HPO • Grade level rep	3rd Thursday of the month	• Meeting Minutes • Reduced accident and incident reports
6.	Literacy Leadership Team *Same as SBLT*	Choose an item.		•				•
7.	PBIS Team	All Priorities	Monitor school culture, implementation of school wide restorative practices and use of positive social, emotional and behavioral support for students and staff.	• Review fidelity use of School-wide positive incentives • Review discipline data • Conduct staff, student and parent surveys •	MTSS Coach	• Principal • Assistant Principal • Grade level rep • ESE teachers • MTSS Coach • School Psychologist • Social Worker • School Counselor • RP Trainer	3rd Wednesday of the month	• Meeting minutes • Surveys • Decrease in referrals and refocus reports

	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
8.	Family Engagement Team	Priority 3	Increase parent engagement and involvement in student academics to increase FSA proficiency	• Monitoring parent involvement at events • Organizing parent engagement events	Title I Liaison	• Principal • Assistant Principal • MTSS Coach • Grade Level rep	1st Monday of the month	• Scheduled monthly academic family engagement events • Sign in sheets and flyers • Scheduled Monthly Lunch Munches • Monthly 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 though 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 0.29 referrals per a student (191 referrals for 668 students) . We expect our performance level to be 0.22 referrals per a student by supporting teachers in forming positive relationships with students.
2. The problem/gap in behavior performance is occurring because teachers may not be positively connecting with all students.
   3. If more positive, culturally aware relationships with teachers and students would occur, the problem would be reduced by fewer discipline incidents , as evidenced by referral data. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by monthly review of discipline data.

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 all students receiving referrals will decrease from 0.29 referrals per a student (191 referrals for 668 students to 0.22 referrals per a student (147 referrals for 668 students), as measured by number of referrals.

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 ability of all staff to establish and maintain positive relationships with all students.
☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.
☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Rebecca Moore	• June 20-21, 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Rebecca Moore	• May 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Jelena Babic	• August 2018
Conduct learning opportunities.	• Jelena Babic	• ongoing
Monitor and support staff for implementation with fidelity.	• Rebecca Moore	• ongoing
Review student and teacher data on weekly basis for trends and next steps.	• Rebecca Moore	• weekly
Update school-wide plan on a monthly basis. • *Celebrate areas of growth*	• Rebecca Moore	• monthly

• *Update strategies for areas of improvement*		

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
Equity with Excellence	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

⬡ **B. Conditions for Learning: Attendance**

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 83 percent with 17 percent of students with 10% or more absences. We expect our performance level to be 90 percent with 10 percent or less of students with 10 % or more absences by the end of the school year.

2. The problem/gap in attendance is occurring because of poverty issues, like homelessness and no transportation, and parents do not understand the importance of attendance as a foundation to student success.

3. If resources are provided and increased communication with families would occur, the problem would be reduced by 7 percent.

4. We will analyze and review our data for effective implementation of our strategies by meeting bimonthly with the CST team.

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 missing more than 10% of school will decrease from 17% to 10%, as measured by attendance dashboard data.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*
☒ Choose Attendance Strategy
☒ 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?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	School social worker	August 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	School social worker	August 2018
Develop and implement attendance incentive programs and competitions.	School social worker	August 2018
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	School social worker	August 2018
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	School social worker	biweekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	School social worker	biweekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	School social worker	biweekly

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

Train staff on the attendance taking process and school-wide strategies for positive attendance	PK-5 staff members	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide professional articles on the importance of attendance supporting student achievement		☒ Priority 1 ☒ Priority 2 ☐ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 41%, as evidenced in 2018 ELA FSA data.

2. We expect our performance level to be 57% by the end of the school year.

3. The problem/gap is occurring because of lack of planning to close the achievement gap and monitoring during instruction.

4. If team planning, differentiated instruction, and rigorous lessons would occur, the problem would be reduced by 16%.

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 41% to 57%, as measured by FSA.

The percent of all students achieving ELA learning gains will increase from 38% to 57%, as measured by FSA.

The percent of all L25 students achieving ELA learning gains will increase from 25% to 50%, as measured by FSA.

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

☒ 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.

☒ Strengthen staff ability to engage students in complex tasks.

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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 will cooperatively align instruction and use standards based planning during their PLC's to meet the Florida Standards for ELA, WIDA, district curriculum, and guidelines, and students by providing opportunities across the literacy block for reading, writing, speaking, and listening and intentionally planned instruction, using the district provided unit planning documents, aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly.	Team Leaders	weekly
Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction and providing targeted feedback to students on growth toward the standard (data chats).	Classroom teacher	ongoing
Teachers will provide differentiated daily small group guided reading to deficient readers, regardless of additional supports outside of the classroom.	Classroom teacher	daily
Teachers ensure students receive a concise mini lesson (8-10 minutes) and have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as	Classroom teacher	daily

opportunities for independent reading with accountability and student teacher conferring.		
A Part-time Reading coach will provide support to teachers in all grade levels, including modeling, co teaching, conferencing, developing lessons, lesson planning and professional development.	Reading Coach	bi weekly
Teachers will monitor and celebrate student successes on istation and MAP assessments	Jacqui Oester	Monthly
Data chats will be conducted on a monthly basis to analyze data and make instructional and school based decisions to move students forward academically.	Jacqui Oester	Monthly
Administrators monitor teacher practice and provide feedback to support teacher growth during purposeful walk throughs.	Leadership	Monthly
Monitor L25 student data at SBLT meetings, developing student-specific tiered supports.	SBLT	bi monthly
Ensure that L25 students are assigned to the most highly qualified teachers to provide for maximum support.	Administration	August

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
Refresher on Formative assessments	44 teachers, 2 administrators	⊠ Priority 1 ⊠ Priority 2 ☐ Priority 3
Effective Standards Based Planning	44 teachers, 2 administrators	⊠ Priority 1 ☐ Priority 2 ⊠ Priority 3
Rigorous and Complex Tasks	44 teachers, 2 administrators	⊠ Priority 1 ⊠ Priority 2 ⊠ Priority 3
Differentiated Instruction	44 teachers, 2 administrators	⊠ Priority 1 ⊠ Priority 2 ⊠ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 58%, as evidenced in 2018 Math FSA data.
2. We expect our performance level to be 62% by the end of the school year.
3. The problem/gap is occurring because of lack of planning to close the achievement gap and monitoring during instruction.
4. If team planning, differentiated instruction, and rigorous lessons would occur, the problem would be reduced by 4%.

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 58% to 62%, as measured by FSA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ 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.
☒ Strengthen staff ability to engage students in complex tasks.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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 will collaboratively plan utilizing systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to MFAS.	Team Leader	weekly
Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction and providing targeted feedback to students on growth toward the standard (data chats).	Classroom teacher	ongoing
Teachers will implement daily Number routines (Number Talks, High Yield Number Routines, etc) at the start of the math block to increase number sense.	Classroom Teacher	Daily
Teachers will provide differentiated small group math instruction/remediation, ST Math and conferencing to support student needs.	Classroom teacher	2-3 days a week
The school based math institute teacher leaders will provide support to teachers in all grade levels, including modeling, developing and planning lessons, and professional development. Administrators collaborate with these teacher leaders to form the annual Professional Development Plan.	Phi Nguyen and Rachel Sobczak	ongoing
Teachers will monitor and celebrate student successes on ST Math and MAP assessments. School wide recognition will take place at intervals of 25%, 50%, 75% and 100% completion on ST Math.	Patti Jankowski and Jeane Morehouse	monthly
Data chats will be conducted on a monthly basis to analyze data and make instructional and school based decisions to move students forward academically.	Jacqui Oester	Monthly

Administrators monitor teacher practice and provide feedback to support teacher growth during purposeful walk throughs.	Leadership	Monthly

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
Refresher on Formative assessments	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Effective Standards Based Planning	44 teachers, 2 administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Rigorous and Complex Tasks	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Differentiated Instruction	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 61%, as evidenced in 2018 FLSS.
2. We expect our performance level to be 65% by the end of the school year.
3. The problem/gap is occurring because of lack of planning to close the achievement gap and monitoring during instruction.
4. If team planning, differentiated instruction, and rigorous lessons would occur, the problem would be reduced by 4%.

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 61% to 65%, as measured by FLSS.

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

☒ 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.

☒ Strengthen staff ability to engage students in complex tasks.

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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 will collaboratively plan while utilizing systemic documents for science units that incorporate the 10-70-20 science instructional model. This will include the appropriate grade-level utilization of science labs in alignment with the standards. (10%- setting the purpose. 70% core instruction, 20% confirming the learning)	Team Leader	weekly
Teachers will regularly assess, both formally and informally, and utilize data from pre and post assessments, SLAGS, and Success criteria to develop individual student action plans, while modifying, adjusting, differentiating instruction and providing targeted feedback to students on growth toward the standard (data chats).	Classroom teacher	ongoing
Teachers will develop and adhere to a Science Lab schedule where all 2-5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.	Classroom teacher	monthly
Teachers will utilize Just in Time Coaching with a district Science Coach to support the 10-70-20 instructional model for students.	Just In Time Science Coach	ongoing
Teachers will establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose, Core Science and Confirming the Learning.	Rebecca Moore	monthly
The Science Power Vocabulary words will be posted on campus in various locations. Mystery Science Word will take place to support learning these words.	Jacqui Oester and Patti Jankowski	Weekly
Data chats will be conducted on a monthly basis to analyze data and make instructional and school based decisions to move students forward academically.	Jacqui Oester	Monthly

Administrators monitor teacher practice and provide feedback to support teacher growth during purposeful walk throughs.	Leadership	monthly

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
Refresher on Formative assessments	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Effective Standards Based Planning	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Rigorous and Complex Tasks	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Refresher on 10-70-20 Science Instructional Model	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Gold, as evidenced in Alliance for a Healthier Generation.
2. We expect our performance level to be Gold by the end of the school year.
3. The problem/gap is occurring because students and families input in school meals is not solicited.
4. If student and family input would occur, our school would have a greater opportunity to continue to be eligible for Gold recognition.

5. **SMART GOALS:**

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

Our school will be eligible in 6 out of 6 modules with for Gold recognition by April 2019 as evidenced by the Alliance for Healthier Generations Healthy School Program.

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

☒ Choose Strategy
☐ Choose Strategy
☐ 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?
Assemble a Healthy School Team made up of a minimum of four	Assemble a Healthy School Team made up of a minimum of four	Assemble a Healthy School Team made up of a minimum of four
(4) individuals including, but not limited to: PE Teacher/Health	(4) individuals including, but not limited to: PE Teacher/Health	(4) individuals including, but not limited to: PE Teacher/Health
Teacher, Classroom Teacher, Wellness Champion, Administrator,	Teacher, Classroom Teacher, Wellness Champion, Administrator,	Teacher, Classroom Teacher, Wellness Champion, Administrator,

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   ☒ Other

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	Healthy Schools Program Training	☐ Priority 1 ☐ Priority 2

		☐ Priority 3
Healthy School Team A: Assessment	Healthy School Team A: Assessment	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy School Program B: Smart Snacks in School	Healthy School Program B: Smart Snacks in School	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy School Team C: Developing and	Healthy School Team C: Developing and	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy School Team D: Celebrations	Healthy School Team D: Celebrations	☐ Priority 1 ☐ Priority 2 ☐ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>81% Math proficiency for 3rd through 5th grade students and 85% Science of 5th grade students who attended STEM</u>, as evidenced in <u>Math FSA and Science SSA </u>.
2. We expect our performance level to be <u>increase by 5%</u> by <u>the end of the school year.</u>
3. The problem/gap is occurring because <u>level of rigor</u>.
4. If <u>the level of rigor in STEM</u> would occur, the problem would be reduced by <u>5%</u>.

5. **SMART GOALS:**

EXAMPLE: The <u>percent</u> of <u>all</u> students <u>participating in STEM Academy activities</u> will <u>increase</u> from <u>77%</u> to <u>89%</u>, as measured by <u>school and district participation data.</u>

The <u>percent</u> of <u>all</u> students <u>who participate in STEM</u> will <u>increase</u> from <u>81% Math and 85% Science</u> to <u>86% in Math and 90% in Science</u>, as measured by <u>Math FSA and Science SSA for 2018-2019</u>.

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.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ 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?
STEM instructors will attend training and apply advocated strategies	Rebecca Moore	As available
Regular Administrative Walkthroughs for STEM	Rebecca Moore and Jeane Morehouse	Each STEM Meeting

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
Effective Standards Based Planning		☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Rigorous and Complex Tasks		☐ Priority 1 ☒ Priority 2 ☐ 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 21% proficiency in ELA and 26% proficiency Math, as evidenced in 2018 ELA and Math FSA data.
2. We expect our performance level to be 26% proficiency in ELA and 31% proficiency Math by the end of next schoolyear.
3. The problem/gap is occurring because lack of culturally responsive teaching.
4. If culturally responsive training and support would occur, the problem would be reduced by 5%.
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 achieving ELA and Math proficiency will increase from 21% proficiency in ELA and 26% proficiency Math to 26% proficiency in ELA and 31% proficiency Math, as measured by 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 black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☐ Choose Strategy ☐ Choose Strategy	• Prepare students with foundational social and academic skills in order to graduate
Student Achievement	☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☒ Support teachers by providing professional development on building relationships and sharing student data with black families.	• Increase in proficiency in reading and math for black students
Advanced Coursework	☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☒ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. ☐ Choose Strategy	• Increase proficiency in reading and math • Increased number of identified black students in the gifted program
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	• Decrease in referral data for black students

	☒ Implement Restorative Practices throughout the school.	
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• Decrease in the number of black students identified for ESE services
Minority Hiring	☒ Utilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• Continue the retention of black staff members

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?
Rigor walkthroughs to monitor use of the 6M's	Leadership team	monthly
Monitor attendance ELP	ELP Facilitator	monthly
Mentors will be offered and assigned to students in grades 3-5	Family and Community Liaison	August 2018

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
Refresher on Formative assessments	44 teachers, 2 administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Effective Standards Based Planning	44 teachers, 2 administrators	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Rigorous and Complex Tasks	44 teachers, 2 administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Differentiated Instruction	44 teachers, 2 administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is <u>16.7% proficiency in ELA</u>, as evidenced in 2018 FSA data.
2. We expect our performance level to be <u>21.7% proficiency in ELA</u> by <u>the end of the school year.</u>
3. The problem/gap is occurring because our ESE students lack foundational skills to engage in rigorous, grade level content.
4. If <u>learning of foundational skills and test taking strategies for grade level content</u> would occur, the problem would be reduced by 5%.

5. **SMART GOALS:**

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

The percent of <u>ESE</u> students achieving ELA proficiency will <u>increase</u> from <u>16.7% proficiency in ELA</u> to <u>50% proficiency in ELA</u>, as measured by 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 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?
Teachers will use appropriate accommodations and strategies to support their ESE students daily	Classroom teacher	daily
ESE support teachers will plan intentionally for specially designed instruction to address IEP goals and grade level standards	ESE teacher	weekly
ESE support teachers will use the SPIRE curriculum to support individual goals identified on ESE students IEP's	ESE teacher	Daily
Classroom and ESE support teachers will collect data and monitor progress toward IEP goals and objectives on an intentional regular schedule and make adjustments to accommodations and interventions accordingly	ESE teacher	Weekly
ESE support teachers will push into classes with ESE clustered students to plan and support grade level instruction	ESE teacher	daily

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
Refresher on Formative assessments	44 teachers, 2 administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Effective Standards Based Planning	44 teachers, 2 administrators	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Rigorous and Complex Tasks	44 teachers, 2 administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Differentiated Instruction	44 teachers, 2 administrators	☒ Priority 1 ☐ Priority 2 ☒ 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 25% proficiency in ELA, as evidenced in 2018 FSA data.
2. We expect our performance level to be 30% proficiency in ELA by the end of the school year.
3. The problem/gap is occurring because our ELL students lack foundational skills to engage in rigorous, grade level content.
4. If learning of foundational skills and test taking strategies for grade level content would occur, the problem would be reduced by 5%.

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 25% proficiency in ELA to 30% proficiency in ELA, as measured by 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.)*

☒ 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.

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

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 will use appropriate accommodations and strategies to support their ELL students daily	Classroom teacher	daily
ELL support teachers will provide differentiated instruction to meet their ELL students individual needs using the WIDA Can Do Approach	ELL teacher	Daily
ELL support teachers will implement effective lessons that engage ELL student's and advance learning and language proficiency across the curriculum	ELL teacher	Daily
Classroom and ELL support teachers will collect data and monitor progress toward language goals and objectives on an intentional regular schedule and make adjustments to accommodations and interventions accordingly	ELL teacher	Daily
ELL support teachers will push into classes with ELL clustered students to plan and support grade level instruction	ELL teacher	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
Refresher on Formative assessments	44 teachers, 2 administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Effective Standards Based Planning	44 teachers, 2 administrators	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Rigorous and Complex Tasks	44 teachers, 2 administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Differentiated Instruction	44 teachers, 2 administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

E. Gifted

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>100% of our gifted students scored a level 4 or 5 in ELA and Math</u>, as evidenced in <u>ELA and Math FSA</u>.

2. We expect our performance level to be <u>100% of our gifted students scored a level 4 or 5 in ELA and Math</u> by <u>the end of next school year.</u>

3. The problem/gap is occurring because <u>N/A</u>.

4. If <u>N/A</u> would occur, the problem would be reduced by <u>N/A</u>.

5. **SMART GOALS:**

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

The <u>percent</u> of <u>gifted</u> students <u>scoring a level 4 or 5 in ELA and Math</u> will Choose an item. from <u>100%</u> to 100%, as measured by ELA and Math 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 gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ 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?
Encourage teachers to obtain the gifted micro-credential so they can better engage gifted students in complex tasks	**Brittney Hughes, gifted teacher**	**prior to Fall 2018 enrollment**

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**
Differentiation for gifted students	**44 teachers, 2 administrators**	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

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.	• Conference with their students' parents. Parents are provided the opportunity to share with their child's teacher information to help their child be a better learner. • Complete PMP's and share data with students' parents • Communicate with families using agendas • Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc.	• Classroom teacher • Classroom teacher • Classroom teacher	• 2x a year • After each assessment cycle • daily
2. Provide academic tools to families in support of their students' achievement at home.	• Connect to Success computers will be offered to intermediate grade students and then to primary students • Offer Content Family Involvement events where parents will learn about a new tip or tool to support their child's learning at home, they will also get to practice a new strategy or skill to support their child's learning	• C4S Liaison • Title I Liaison	• Throughout the school year • 4 x a year
3. Purposefully involve families with opportunities for them to advocate for their students.	• Provide parents/families opportunity to attend Family Involvement events where parents will learn about a new tip or tool to support their child's learning at home, they will also get to practice a new strategy or skill to support their child's learning • Title I Parent Resource cart • Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals • Parent Surveys	• Family Community Liaison • Title I Liaison • School social worker, Psychologist, and counselor	• Ongoing • Ongoing • Ongoing

	• Parents are provided the opportunity to share with their child's teacher information to help their child be a better learner.		
4. Intentionally build positive relationships with families and community partners.	• Offer Meet the Teacher prior to school beginning • Offer Annual Title I Meeting and Open House • Invite families to monthly Family Lunch Munches • Offer outreach program with the families at the Landings Apartment complex	• Classroom teacher • Classroom Teacher and Title I Liaison • MTSS Coach	• August 2018 • September 2018 • Monthly

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
Communicating to Parents	44 teachers, 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Encourage staff to attend Collaborating for Success for High Impact Classroom, Family Friendly Training, and Dual Capacity Framework for Engagement Teams	44 teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Rebecca	Moore	White	Principal
Rachel	Gonzalez	White	Parent
Wanda	Delgado	Hispanic	Parent
Lori Ann	DiPenta	White	Support Employee
Bernita	Franklin	Black	Parent
Tru	Tran	Asian	Support Employee
Paul	Branesky	White	Parent
Michael	Waddell	White	Business/Community
		Select	Choose an item.
		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
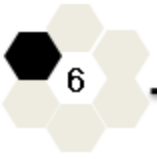
BUDGET / SIP FUNDS

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]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	**Behavioral Support**	$ **[Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Materials and Supplies**	$ **400.00**
	Purchase materials and supplies to support Girlfriends and Role Model 5000	400.00
	[Insert materials on a separate row]	[Insert Amount]
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **1000.00**
	Support teachers that would like to attend conferences to improve their instructional practice. Pay for registration fees to attend conference.	1000.00
	[Describe each type on a separate row]	[Insert Amount]
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ **550.00**
	Pay for TDEs for teachers to attend additional trainings. Pay teachers to attend after school trainings	550.00

	[Describe categories on a separate row]	[Insert Amount]
6.	**Other** *(please list below)*	**$ 800.00**
	Motivational Support will be given to all 3rd, 4th and 5th grade students in the form of FSA TShirts. TShirts will be purchased for all students and teachers of 3rd, 4th and 5th grade, teachers and staff.	800.00
	Paying for the fee for parents that need assistance to get Level 2 cleared	589.01
TOTAL $ **3339.01**		