



## Blue Lake Elementary School

282 N BLUE LAKE AVE, Deland, FL 32724

<http://myvolusiaschools.org/school/bluelake/pages/default.aspx>

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

91%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

63%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	C*	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

**Volusia - 0621 - Blue Lake Elementary School - 2017-18 SIP**  
*Blue Lake Elementary School*

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Blue Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Dustin Sims</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Blue Lake Elementary School is a Professional Learning Community committed to educational excellence, where all faculty, staff, students and families will reach their full potential.

##### b. Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society.

#### 2. School Environment

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

Blue Lake Elementary actively works to build relationships between students and teachers. Teachers use team building activities as part of their classroom procedures. Classroom procedures are taught extensively during the first two weeks of school. Refresher lessons are given as needed. Having strongly established classroom and school wide procedures reduces inappropriate behaviors and allows for more time to be spent on building positive relationships.

Special consideration is given to students and families that may have limited English proficiency. Office staff and classroom teachers are available to translate when necessary. A guidance counselor is on site to provide resources and information for families based on individual and family needs.

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

Blue Lake Elementary provides two weeks of PEP focusing on Procedures and Expectations. Students are never left unattended and are made aware of Bully Reporting and know that the school will take all bullying reports seriously.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Blue Lake Elementary has an active Behavior Leadership Team. The team is represented by members from each grade level and takes all recommendations into consideration. Strong procedures are written in the BLT manual for almost every situation in the school. Having clear expectations and consequences associated to each provides a structure for the students to be successful and able to focus on instruction rather than behavioral infractions for things they were unaware of. School wide incentives "Dolphin Points" allow classes to receive positive reinforcement for following school wide procedures. A school wide House System is in place from



grades K-5, offering incentives such as house points, parties, and a belonging to a group throughout the year for positive behavior, academic excellence, citizenship, school service and attendance.

Positive referrals allow individual students to receive recognition for positive behavior. Detention and student conferencing are used by administration to redirect negative behaviors.

Dolphin Dollars allow individual students to receive positive reinforcement for following classroom and school wide procedures.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school guidance counselor leads guidance groups to meet the needs of students in the school. Individual students can receive counseling from the school counselor as needed.

A "word of the week" is given to review character education and the school counselor provides reinforcement to students demonstrating that trait.

Mentoring is actively sought for students in need and efforts are made to match students with a mentor on a case by case basis.

To stop chronic absenteeism the school has initiated an attendance poster to encourage students to attend on time and without checkout to receive class wide incentives such as house points and dolphin dollars.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System provides a list of early indicators to identify students who may struggle academically.

Students who:

miss 10 percent or more of available instructional time,  
are retained

are not proficient in reading by third grade

receive two or more behavioral referrals, and/or

receive one or more behavior referrals that lead to suspension.

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

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

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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	15	20	14	13	11	12	0	0	0	0	0	0	0	85
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	11	9	24	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr1: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr1: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL:Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr1:Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2:Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3:Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr1: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr1: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Qtr1: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr2: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr3: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr4: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
BL: Lev 1 assessment ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr2: Lev 1 assessment ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr3: Lev 1 assessment ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr4: Lev 1 assessment ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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

The school uses Title I staff to help support the students and improve the academic performance of students who are identified on the early warning system. The school also uses a Walk to intervention model in grades K-5 where all students are grouped by ability in reading and provided instruction to move them forward. We also monitor students scoring in the lowest 30 percent as well as students struggling with grade level assessments. PLC meetings provide opportunities to provide targeted instruction. The school implements a daily intervention plan with all ESE/ESOL support, classroom teachers and Title I staff during the grade level English Language Arts and math time blocks. The office staff and administration monitor the Early Warning System and address students on the report. Teachers are notified and discussions are held during grade level planning and PLC meetings/data chats.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/444356>.

##### 2. Description

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

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

Partnerships have been established between the school and local businesses. Several vendors provide school spirit night which are often connected to an academic area (Math Night, Reading Night, Science Night, etc)

Local businesses, restaurants, and churches are partners with the school to support student needs of school supplies or community services.

Stetson University provides invaluable support with educational input and community support. Interns help teachers in the classroom. They also serve on the school SAC committee.

Teachers will provide opportunities for students to participate in a Read-a-Thon and Career Day.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hinson, Jasmine	Principal
Freeman, Virginia	Assistant Principal
Sylvester, Lisa	Instructional Coach
Freed, Dora	Instructional Coach

#### b. Duties

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

Administrators--overseeing all phases related to MTSS and SIP  
PST Chair, School Social Worker and School Psychologist--overseeing the PST process and early warning systems  
Grade-Level Teams--communication with administration on a weekly basis through PLC meetings and minutes related to data analysis and progress toward SIP goal(s)  
Instructional Coaches--communication with grade levels and administration concerning data analysis and monitoring progress towards achieving the SIP goal(s)

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's eight-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Blue Lake Elementary School:

Supplemental materials and supplies needed to close the achievement gap

- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Three Academic Coaches for the purpose of comprehensive staff development
- STEM academy will be offered for student enrichment in grades 3-5
- Academic Intervention Teacher to provide math interventions for students via a push-in model
- Academic Coaches provide support, resources and feedback for students and teachers
- Teachers will be used as tutors for Tech Time that will be offered to all students
- Teachers will be used as tutors targeting Blue Lake's low socioeconomic population by providing tutoring at Laurel Villas housing complex
- Dolphin Running Club will be implemented to encourage reading and health consciousness

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant

Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

#### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

#### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

#### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

#### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Suicide Prevention Program
- Bullying Program

Blue Lake Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Dolphin Running Club

#### Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children

and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children’s learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

**Job Training**

Blue Lake Elementary School offers students’ career awareness opportunities through STEM, guest speakers from business and industry, career day and field trips to business and industry locations.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Tony Sharp	Parent
Katherine Vergara	Parent
Virginia Freeman	Teacher
Jasmine Hinson	Principal
Joy Baugh	Parent
Dr. Elizabeth Hines	Business/Community
Salathiel Henley	Parent
Jennifer Reid	Teacher
Shari Goodenough	Teacher

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The School Advisory Committee meets monthly. At every meeting, the council will review the Title I budget, monitor progress of the school improvement plan and will update the school and district current events.

The effectiveness of last year's plan will be discussed and changes made to ensure the draft written for this year is meaningful and targeted for student improvement.



*b. Development of this school improvement plan*

After reviewing relevant data, the council members have an opportunity to provide input for the development of the plan. The final plan is approved by the members. The plan will be monitored throughout the year and the members will be updated on the progression towards reaching the goal(s) addressed in the plan.

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

Reviewing the Title I budget and identifying any SAC funds that can assist with the implementation of the SIP will be a priority of the first and subsequent SAC meetings

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

The SAC budget funds allocated last year were used to fund One Book, One School. The amount used was \$300.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hinson, Jasmine	Principal
Freeman, Virginia	Assistant Principal
Sylvester, Lisa	Teacher, K-12
Freed, Dora	Instructional Coach
Bryant, Rylee	Teacher, K-12
Cone, Amanda	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

- increase the classroom teacher's understanding of Common Core Standards, SHIFTS and implementation of effective instructional strategies
- delve into data for use in instructional planning
- providing professional development opportunities for teachers
- provide opportunities for teachers to participate in learning walk
- provide instructional models for all academic areas

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).



### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Professional Learning Communities are built into the school day. Teachers are working weekly in teams to discuss, analyze, and implement action plans. Teachers will respond to data and actively seek out research based instructional practices to improve instruction/ student learning. Teams will collaborate and target students at all levels to ensure all needs being met.

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

1. Celebrations/Teacher Recognitions (Administration and Sunshine Committee)
2. Promotion of School like brochures and advertisement (Administration and Staff)
3. New Teacher Programs (Individualized PD, mentors, peer classroom visits) by Administration/PAR Teacher
4. Leadership Opportunities (Administration)
5. Shared leadership opportunities (Instructional Coaches/Administration)
6. Professional Development (Instructional Coaches/Administration/Teacher Leaders)
7. Participation in District Job Fair and Recruitment Activities (Administration/Teacher Leaders)

The principal contacts local colleges and universities in an effort to recruit upcoming graduates. School administration and teacher leaders will participate in the district sponsored job fairs. In an effort to retain highly qualified teachers, the school will encourage participation in new teacher programs (Empowering Educators for Excellence, mentors, peer classroom visits, instructional coaching support), professional development and PLC collaboration. Leadership opportunities will be provided as well as celebrations and teacher recognition.

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

At the school level new teachers are paired with experience teachers for mentoring. The pairing are made based on grade level and job roles. Mentoring teacher activities include team planning, grade level meetings, PLCs, and professional development.

Through the district new teachers are supported with the E3 Empowering Educators for Excellence program. They also are given support by mentors and PAR educators.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Use of the data will assist in monitoring student progress towards Florida Standards. Teachers turn in lesson plans that verify Florida Standards are covered in class. Administrator walk throughs as well as PLC conversations and agendas will assist in making sure lessons adhere to Florida Standards. Curriculum cadre members and instructional coaches can ensure that instruction in the core content areas are best practices and align to Florida Standards.

## **b. Instructional Strategies**

### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Each student in grades K-2 was given a placement test for foundational skills. Then each student was grouped into a WTI intervention group based on their level of proficiency in the areas of reading.

All students are also provided leveled instruction in small group, intervention groups and enrichment grouped. Pacing is adjusted in each group to meet the needs of the students.

In the core instruction, teachers are provided training in and follow up coaching of differentiated instruction in reading and math. The academic coaches will follow up with each teacher to assist in correct implementation of differentiated instruction

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

**Strategy:** After School Program

**Minutes added to school year:** 1,800

Students & Tutors Achieving Results (STAR) is an after school Tutoring Program being implemented at Blue Lake. The tutoring program includes access to i-Ready Internet based instruction and face-to-face instruction.

#### **Strategy Rationale**

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

- Core Academic Instruction

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

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

pre/post test and progress monitoring through classroom and PLC data including FAIR, SIPPs, and district assessments

**Strategy:** Weekend Program

**Minutes added to school year:**

Teachers will be used as tutors targeting Blue Lake's low socioeconomic population by providing tutoring at Laurel Villas housing complex on Saturdays focusing on reading and math.

**Strategy Rationale**

Teachers will target low socioeconomic students in reading and math who would not be able to attend afterschool tutoring.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Hinson, Jasmine, jvhinson@volusia.k12.fl.us

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

district and state assessments

**Strategy:** After School Program

**Minutes added to school year:**

Four teachers will be used as tutors for the Tech Time program.

**Strategy Rationale**

Teachers will be used as tutors to help students with academics and technology who might not have access to resources at home.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Goodenough, Shari, slgooden@volusia.k12.fl.us

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

State and district assessments and Individualized Learning software reports

**Strategy:** After School Program

**Minutes added to school year:** 75,600

Two certified substitutes will be used as TIPA tutors.

**Strategy Rationale**

These TIPA tutors will focus on students in the lowest 25 percent in reading and math as evidenced by the FSA results as well as FAIR and district assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Hinson, Jasmine, jvhinson@volusia.k12.fl.us

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

individualized learning software reports, district and state assessment results

**Strategy:** After School Program

**Minutes added to school year:** 3,360

Students will participate in an afterschool STEM program focusing on Science, Technology, Engineering, and Math.

**Strategy Rationale**

Students will use creative and innovating hands on projects to enhance their understanding of the STEM components and how it is applied.

**Strategy Purpose(s)**

""

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

Bryant, Rylee, rabryant@volusia.k12.fl.us

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

district test, state assessments and PLC data

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity

of services and effective transitions for children and their families. These include: • Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school. • Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible. • Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

## **b. College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**

## School Improvement Goals

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


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving  
Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** UniSIG goal: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve.
  
- G2.** If Blue Lake Elementary implements rigorous standards aligned instruction, then student achievement will increase.

## Strategic Goals Detail

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

**G1.** UniSIG goal: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve. 1a

G095497

**Targets Supported** 1b

Indicator	Annual Target
Unsatisfactory Teachers (VAM)	0.0
Effective+ Teachers (VAM)	100.0
School Grade - Percentage of Points Earned	41.0

**Targeted Barriers to Achieving the Goal** 3

- Recent trends at the school have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction.
- Need to address behavioral/socio-emotional needs of students and their families, as well as increase parent and community engagement in learning.
- Kindergarten readiness data and other assessment data indicates that students at these schools are significantly behind peers.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- New teaching staff
- Area Superintendent of Transformation assigned to school as support.
- Area superintendent and Chief Academic Officer biweekly meetings with principal.
- District liaison to coordinate district efforts and support school leadership.
- Curriculum specialists weekly support.
- School Leadership Team
- Instructional coaches
- Professional Learning Communities
- CHAMPS training



**G2.** If Blue Lake Elementary implements rigorous standards aligned instruction, then student achievement will increase. 1a

G095498

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
FSA Science Achievement	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of depth of knowledge

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Time
- Data
- Curriculum Mapping
- PLC Guiding Documents
- Technology
- Book Studies
- Curriculum Modules
- Small Group Professional Development

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

Monthly review of classroom assessment data, walk-through data and professional development implementation. Through the use of instructional blueprints, instruction will be differentiated and tailored to student needs. Students not improving will be added to PLC watch list and PST interventions should be documented.

**Person Responsible**

Jasmine Hinson

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Assessment results, observation of teacher instruction, implementation plan for instruction and individualized learning software reports, review of grade level blueprint plans and district and state assessment results.

## Action Plan for Improvement

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


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving  
Step

 S123456 = Quick Key

**G1.** UniSIG goal: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve. 1

G095497

**G1.B1** Recent trends at the school have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction. 2

B257120

**G1.B1.S1** Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction. [copy] 4

S272055

### Strategy Rationale

Providing new staff with structures and instructional support will help provide the foundation for academic achievement increases.

### Action Step 1 5

Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent

#### Person Responsible

Jasmine Hinson

#### Schedule

Biweekly, from 8/15/2017 to 5/31/2018

#### Evidence of Completion

Calendar Appointments, Meeting Notes

### Action Step 2 5

Establish and communicate school-wide procedures and non-negotiables for curriculum resources and assessments use, intervention, PLC attendance, grading policies, and classroom discipline.

#### Person Responsible

Jasmine Hinson

#### Schedule

On 8/31/2017

#### Evidence of Completion

Faculty Handbook

**Action Step 3** 5

Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team)

**Person Responsible**

Jasmine Hinson

**Schedule**

On 8/31/2017

**Evidence of Completion**

School Calendar

**Action Step 4** 5

Provide schoolwide CHAMPS training and follow-up support

**Person Responsible**

Jasmine Hinson

**Schedule**

Biweekly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

Sign-in sheets

**Action Step 5** 5

Provide support and training for best practices in instruction (lesson planning and curriculum pacing)

**Person Responsible**

Jasmine Hinson

**Schedule**

Monthly, from 8/15/2017 to 5/31/2018

**Evidence of Completion**

Sign-in sheets; Training/coaching visit calendar

**Action Step 6** 5

Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data

**Person Responsible**

Jasmine Hinson

**Schedule**

On 5/29/2018

**Evidence of Completion**

PLC Sign-in sheets

**Action Step 7** 5

Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to handle discipline and other duties.

**Person Responsible**

Jasmine Hinson

**Schedule**

On 8/31/2018

**Evidence of Completion**

Job description and NPA

**Action Step 8** 5

Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and differentiated instruction (intervention teacher and tutoring hours)

**Person Responsible**

Jasmine Hinson

**Schedule**

On 8/31/2018

**Evidence of Completion**

Job descriptions

**Action Step 9** 5

Train staff on Social Emotional Learning. This would include programs such as: poverty workshops, poverty conferences, poverty simulations, SEL Harmony programs, RULER , Trauma Informed Care, Compassion Fatigue, and off-site parent trainings.

**Person Responsible**

Jasmine Hinson

**Schedule**

On 8/31/2018

**Evidence of Completion**

Training calendar; MyPGS attendance

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

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

**Person Responsible**

**Schedule**

Biweekly, from 8/1/2017 to 6/30/2018

**Evidence of Completion**

Refer to Action Step Evidence in Step 5

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

Check progress and determine next actions in Transformation Team

**Person Responsible**

**Schedule**

Weekly, from 8/14/2017 to 8/31/2018

**Evidence of Completion**

Refer to Action Step Evidence in Step 5

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

Monitoring and Responding to Schools' Interim Assessment and MTSS Data

**Person Responsible**

Eric Holland

**Schedule**

Monthly, from 9/1/2017 to 8/29/2018

**Evidence of Completion**

District Interim Assessments; MTSS data

**G1.B1.S2** Create and implement programs to increase parent and community engagement. [copy] 4

S272056

### **Strategy Rationale**

Increasing parent and community engagement levels will help to improve school culture and focus on academic achievement.

### **Action Step 1** 5

Conduct parent-teacher visits at students' homes.

#### **Person Responsible**

#### **Schedule**

On 6/1/2018

#### **Evidence of Completion**

Parent-teacher conference form samples; Parent-teacher visit logs

### **Action Step 2** 5

Provide social services on site for students and their families (mental health contracted services). [copy]

#### **Person Responsible**

#### **Schedule**

On 6/1/2018

#### **Evidence of Completion**

Contracted services agreement



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

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

**Person Responsible**

Rose Roland

**Schedule**

Biweekly, from 8/1/2017 to 8/29/2018

**Evidence of Completion**

Refer to Action Step Evidence in Step 5

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

Check progress and determine next actions in Transformation Team

**Person Responsible**

Teresa Marcks

**Schedule**

Weekly, from 9/1/2017 to 8/29/2018

**Evidence of Completion**

Refer to Action Step in Evidence in Step 5

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

Monitoring and Responding to Parent and Community Engagement Data

**Person Responsible**

Leticia Roman

**Schedule**

Monthly, from 9/1/2017 to 8/29/2018

**Evidence of Completion**

Parent engagement data (such as number of home visits made, parent conferences, parent attendance at school events, parent surveys)

**G1.B1.S3** Increasing extended learning time. [copy] 4

S272057

**Strategy Rationale**

Increasing time for students to learn will increase student achievement,

**Action Step 1** 5

Tutoring before and after school, as well as on weekends and summer.

**Person Responsible**

**Schedule**

On 8/31/2018

**Evidence of Completion**

Payroll time sheets

**Action Step 2** 5

Extended school day for grades K-2

**Person Responsible**

**Schedule**

On 6/1/2018

**Evidence of Completion**

Payroll time sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Biweekly Meetings with Principal, Chief Academic Officer, Area Superintendent

**Person Responsible**

Rose Roland

**Schedule**

Biweekly, from 8/1/2017 to 6/30/2018

**Evidence of Completion**

Refer to Action Step Evidence in Step 5

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Check progress and determining next actions in Transformation Team

**Person Responsible**

Teresa Marcks

**Schedule**

Weekly, from 8/14/2017 to 8/31/2018

**Evidence of Completion**

Refer to Action Step Evidence in Step 5

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Monitoring and Responding to Schools' Interim Assessment Data

**Person Responsible**

Eric Holland

**Schedule**

Monthly, from 9/1/2017 to 8/29/2018

**Evidence of Completion**

District Interim Assessment Data

**G2.** If Blue Lake Elementary implements rigorous standards aligned instruction, then student achievement will increase. 1

G095498

**G2.B1** Lack of depth of knowledge 2

B257124

**G2.B1.S1** Increase knowledge and skills to improve implementation of core actions and rigorous standards aligned instruction. 4

S272058

### Strategy Rationale

Collection and analysis to create a culture of transparency, review and support teachers with curriculum implementation based on individualized learning goals.

### Action Step 1 5

Provide professional learning

#### Person Responsible

Jasmine Hinson

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

MyPGS and attendance records

### Action Step 2 5

Provide coaching support and feedback

#### Person Responsible

Lisa Sylvester

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

IPG tool or MyPGS

**Action Step 3** 5

Increase walk-throughs to monitor implementation

**Person Responsible**

Virginia Freeman

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Volusia assesments and interim reports from eduphoria.

**Action Step 4** 5

Provide additional time for data analysis

**Person Responsible**

Virginia Freeman

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Volusia assessments, interim reports and eduporia

**Action Step 5** 5

Vertical team planning

**Person Responsible**

Lisa Sylvester

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Coherence and progression of grade level concepts vertical and horizontally

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

Review professional learning attendance sheets

**Person Responsible**

Virginia Freeman

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

MyPGS or attendance sheets

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

Schedule of walk-throughs with administration and district support

**Person Responsible**

Jasmine Hinson

**Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

IPG tool or MyPGS

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

Schedule of meetings

**Person Responsible**

Lisa Sylvester

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Volusia assessments, interim reports, eduphoria and meeting minutes

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

Grade level PLC discussions, walk-through data, volusia assessment data and evidence of implementation of blueprints and modules.

**Person Responsible**

Jasmine Hinson

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

PLC meeting minutes, walk-through data collection tools, eduphoria and assessment data

**G2.B1.S2** Consistently collect and monitor student achievement data for subgroups and develop a plan specific to their needs. 4

S272059

### **Strategy Rationale**

Collection and analysis of student data will allow for individualized instruction and support.

### **Action Step 1** 5

Provide and receive additional district support

#### **Person Responsible**

Jasmine Hinson

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

MyPGS

### **Action Step 2** 5

Training on resources and PST decision tree

#### **Person Responsible**

Lisa Sylvester

#### **Schedule**

Daily, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Lesson plans, interventions, PST and walk through feedback



**Action Step 3** 5

Meet weekly in grade level PLCs (including coaches/resource teachers)

**Person Responsible**

Jasmine Hinson

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

PLC data collection tool

**Action Step 4** 5

Increase training and coaching of small group instruction

**Person Responsible**

Lisa Sylvester

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

MyPGS

**Action Step 5** 5

Conduct monthly PLC walk throughs with data collection tool

**Person Responsible**

Jasmine Hinson

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Data collection tool

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Schedule of PLCs and walk-throughs

**Person Responsible**

Jasmine Hinson

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

MyPGS

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

PST, technology, resources, contacts and professional learnings

**Person Responsible**

Lisa Sylvester

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans and interventions (PST), walk-through feedback

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Use of PST interventions and PST, WTI, blueprints, and volusia assessments

**Person Responsible**

Virginia Freeman

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Collection of data for PST (interventions and assessments), WTI assessments, and volusia assessment data from eduphoria

**G2.B1.S3** Improve teacher knowledge of how to use technology in order to increase student engagement for standards based instruction. 4

S272060

### Strategy Rationale

Professional development and academic coaching will permit effective implementation of technology and student engagement.

### Action Step 1 5

Weekly learning walks

#### Person Responsible

Jasmine Hinson

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Data collection tools

### Action Step 2 5

TIM training

#### Person Responsible

Shari Goodenough

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Monitor through learning walks

**Action Step 3** 5

Professional learning

**Person Responsible**

Shari Goodenough

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

MyPGS

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Grade level PLC learning walks

**Person Responsible**

Jasmine Hinson

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Data collection tools

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Technology training

**Person Responsible**

Shari Goodenough

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Monitor implementation through learning walks data collections tools

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

School based and regional technology ERPLs

**Person Responsible**

Shari Goodenough

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

MyPGS

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Walk through evidence and implementation, use of technology to administer all grade level volusia assessments 3-5

**Person Responsible**

Jasmine Hinson

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Data collection tools from walk-throughs, grade level assessments, and discussion of use of technology in PLCs

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A2 A364853	Establish and communicate school-wide procedures and non-negotiables for curriculum resources and...	Hinson, Jasmine	8/15/2017	Faculty Handbook	8/31/2017 one-time
G1.B1.S1.A3 A364854	Establish and communicate regular structure for school meetings (administrative, coaches, PLCs,...	Hinson, Jasmine	8/15/2017	School Calendar	8/31/2017 one-time
G1.B1.S1.A6 A364857	Assisting PLCs with Using and Responding to District Interim Assessment Data, including...	Hinson, Jasmine	9/5/2017	PLC Sign-in sheets	5/29/2018 one-time
G2.MA1 M390628	Monthly review of classroom assessment data, walk-through data and professional development...	Hinson, Jasmine	8/14/2017	Assessment results, observation of teacher instruction, implementation plan for instruction and individualized learning software reports, review of grade level blueprint plans and district and state assessment results.	5/30/2018 weekly
G2.B1.S1.MA1 M390617	Grade level PLC discussions, walk-through data, volusia assessment data and evidence of...	Hinson, Jasmine	8/14/2017	PLC meeting minutes, walk-through data collection tools, eduphoria and assessment data	5/30/2018 weekly
G2.B1.S1.MA1 M390618	Review professional learning attendance sheets	Freeman, Virginia	8/14/2017	MyPGS or attendance sheets	5/30/2018 monthly
G2.B1.S1.MA2 M390619	Schedule of walk-throughs with administration and district support	Hinson, Jasmine	8/14/2017	IPG tool or MyPGS	5/30/2018 biweekly
G2.B1.S1.MA3 M390620	Schedule of meetings	Sylvester, Lisa	8/14/2017	Volusia assessments, interim reports, eduphoria and meeting minutes	5/30/2018 quarterly
G2.B1.S1.A1 A364865	Provide professional learning	Hinson, Jasmine	8/14/2017	MyPGS and attendance records	5/30/2018 monthly
G2.B1.S1.A2 A364866	Provide coaching support and feedback	Sylvester, Lisa	8/14/2017	IPG tool or MyPGS	5/30/2018 monthly
G2.B1.S1.A3 A364867	Increase walk-throughs to monitor implementation	Freeman, Virginia	8/14/2017	Volusia assesments and interim reports from eduphoria.	5/30/2018 quarterly
G2.B1.S1.A4 A364868	Provide additional time for data analysis	Freeman, Virginia	8/14/2017	Volusia assessments, interim reports and eduporia	5/30/2018 quarterly
G2.B1.S1.A5 A364869	Vertical team planning	Sylvester, Lisa	8/14/2017	Coherence and progression of grade level concepts vertical and horizontally	5/30/2018 quarterly
G2.B1.S2.MA1 M390621	Use of PST interventions and PST, WTI, blueprints, and volusia assessments	Freeman, Virginia	8/14/2017	Collection of data for PST (interventions and assessments), WTI assessments, and volusia assessment data from eduphoria	5/30/2018 weekly
G2.B1.S2.MA1 M390622	Schedule of PLCs and walk-throughs	Hinson, Jasmine	8/14/2017	MyPGS	5/30/2018 monthly
G2.B1.S2.MA2 M390623	PST, technology, resources, contacts and professional learnings	Sylvester, Lisa	8/14/2017	Lesson plans and interventions (PST), walk-through feedback	5/30/2018 weekly
G2.B1.S2.A1 A364870	Provide and receive additional district support	Hinson, Jasmine	8/14/2017	MyPGS	5/30/2018 monthly

**Volusia - 0621 - Blue Lake Elementary School - 2017-18 SIP**  
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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A2 A364871	Training on resources and PST decision tree	Sylvester, Lisa	8/14/2017	Lesson plans, interventions, PST and walk through feedback	5/30/2018 daily
G2.B1.S2.A3 A364872	Meet weekly in grade level PLCs (including coaches/resource teachers)	Hinson, Jasmine	8/14/2017	PLC data collection tool	5/30/2018 weekly
G2.B1.S2.A4 A364873	Increase training and coaching of small group instruction	Sylvester, Lisa	8/14/2017	MyPGS	5/30/2018 monthly
G2.B1.S2.A5 A364874	Conduct monthly PLC walk throughs with data collection tool	Hinson, Jasmine	8/14/2017	Data collection tool	5/30/2018 monthly
G2.B1.S3.MA1 M390624	Walk through evidence and implementation, use of technology to administer all grade level volusia...	Hinson, Jasmine	8/14/2017	Data collection tools from walk-throughs, grade level assessments, and discussion of use of technology in PLCs	5/30/2018 quarterly
G2.B1.S3.MA1 M390625	Grade level PLC learning walks	Hinson, Jasmine	8/14/2017	Data collection tools	5/30/2018 quarterly
G2.B1.S3.MA2 M390626	Technology training	Goodenough, Shari	8/14/2017	Monitor implementation through learning walks data collections tools	5/30/2018 monthly
G2.B1.S3.MA3 M390627	School based and regional technology ERPLs	Goodenough, Shari	8/14/2017	MyPGS	5/30/2018 quarterly
G2.B1.S3.A1 A364875	Weekly learning walks	Hinson, Jasmine	8/14/2017	Data collection tools	5/30/2018 monthly
G2.B1.S3.A2 A364876	TIM training	Goodenough, Shari	8/14/2017	Monitor through learning walks	5/30/2018 quarterly
G2.B1.S3.A3 A364877	Professional learning	Goodenough, Shari	8/14/2017	MyPGS	5/30/2018 quarterly
G1.B1.S1.A1 A364852	Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent	Hinson, Jasmine	8/15/2017	Calendar Appointments, Meeting Notes	5/31/2018 biweekly
G1.B1.S1.A5 A364856	Provide support and training for best practices in instruction (lesson planning and curriculum...	Hinson, Jasmine	8/15/2017	Sign-in sheets; Training/coaching visit calendar	5/31/2018 monthly
G1.B1.S1.A4 A364855	Provide schoolwide CHAMPS training and follow-up support	Hinson, Jasmine	8/15/2017	Sign-in sheets	6/1/2018 biweekly
G1.B1.S2.A1 A364861	Conduct parent-teacher visits at students' homes.		10/2/2017	Parent-teacher conference form samples; Parent-teacher visit logs	6/1/2018 one-time
G1.B1.S2.A2 A364862	Provide social services on site for students and their families (mental health contracted...		10/2/2017	Contracted services agreement	6/1/2018 one-time
G1.B1.S3.A2 A364864	Extended school day for grades K-2		8/1/2017	Payroll time sheets	6/1/2018 one-time
G1.B1.S1.MA1 M390609	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent		8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G1.B1.S3.MA1 M390615	Biweekly Meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G1.B1.S1.MA1 M390608	Monitoring and Responding to Schools' Interim Assessment and MTSS Data	Holland, Eric	9/1/2017	District Interim Assessments; MTSS data	8/29/2018 monthly
G1.B1.S2.MA1 M390611	Monitoring and Responding to Parent and Community Engagement Data	Roman, Leticia	9/1/2017	Parent engagement data (such as number of home visits made, parent conferences, parent attendance at school events, parent surveys)	8/29/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M390612	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	8/29/2018 biweekly
G1.B1.S2.MA2 M390613	Check progress and determine next actions in Transformation Team	Marcks, Teresa	9/1/2017	Refer to Action Step in Evidence in Step 5	8/29/2018 weekly
G1.B1.S3.MA1 M390614	Monitoring and Responding to Schools' Interim Assessment Data	Holland, Eric	9/1/2017	District Interim Assessment Data	8/29/2018 monthly
G1.B1.S1.MA2 M390610	Check progress and determine next actions in Transformation Team		8/14/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G1.B1.S1.A7 A364858	Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to...	Hinson, Jasmine	9/1/2017	Job description and NPA	8/31/2018 one-time
G1.B1.S1.A8 A364859	Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and...	Hinson, Jasmine	9/1/2017	Job descriptions	8/31/2018 one-time
G1.B1.S1.A9 A364860	Train staff on Social Emotional Learning. This would include programs such as: poverty workshops,...	Hinson, Jasmine	10/2/2017	Training calendar; MyPGS attendance	8/31/2018 one-time
G1.B1.S3.MA2 M390616	Check progress and determining next actions in Transformation Team	Marcks, Teresa	8/14/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G1.B1.S3.A1 A364863	Tutoring before and after school, as well as on weekends and summer.		8/1/2017	Payroll time sheets	8/31/2018 one-time



## V. Professional Development Opportunities

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

**G1.** UniSIG goal: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve.

**G1.B1** Recent trends at the school have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction.

**G1.B1.S1** Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction. [copy]

### **PD Opportunity 1**

Provide schoolwide CHAMPS training and follow-up support

#### **Facilitator**

Kaytlynn Milliken

#### **Participants**

All D Schools

#### **Schedule**

Biweekly, from 8/15/2017 to 6/1/2018

### **PD Opportunity 2**

Provide support and training for best practices in instruction (lesson planning and curriculum pacing)

#### **Facilitator**

District Liaison, Secondary Curriculum Specialists

#### **Participants**

Turnaround Implementing School

#### **Schedule**

Monthly, from 8/15/2017 to 5/31/2018

**PD Opportunity 3**

Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data

**Facilitator**

District Liaison, Secondary Curriculum Specialists

**Participants**

Turnaround Implementing School

**Schedule**

On 5/29/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent</b>				<b>\$0.00</b>
2	G1.B1.S1.A2	<b>Establish and communicate school-wide procedures and non-negotiables for curriculum resources and assessments use, intervention, PLC attendance, grading policies, and classroom discipline.</b>				\$0.00
3	G1.B1.S1.A3	<b>Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team)</b>				\$0.00
4	G1.B1.S1.A4	<b>Provide schoolwide CHAMPS training and follow-up support</b>				<b>\$28,674.33</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0621 - Blue Lake Elementary School	UniSIG		\$2,900.00
			<i>Notes: Materials and supplies for school-wide CHAMPS training, paper, pens, folders, handouts, CHAMPS books (51 X \$50 ea)</i>			
	6400	130-Other Certified Instructional Personnel	0621 - Blue Lake Elementary School	UniSIG		\$20,848.39
			<i>Notes: Salaries - 1/3 Shared Classroom Management Coach to provide CHAMPS training and support at 3 UniSIG schools</i>			
	6400	210-Retirement	0621 - Blue Lake Elementary School	UniSIG		\$1,651.26
			<i>Notes: Classroom Management Retirement @ 7.92%</i>			
	6400	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$1,595.00
			<i>Notes: Classroom Management Social Security @ 7.65%</i>			
	6300	230-Group Insurance	0621 - Blue Lake Elementary School	UniSIG		\$1,679.68
			<i>Notes: Classroom Management Medical Insurance</i>			
<b>5</b>	<b>G1.B1.S1.A5</b>	<b>Provide support and training for best practices in instruction (lesson planning and curriculum pacing)</b>				<b>\$16,114.55</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7000	310-Professional and Technical Services	0621 - Blue Lake Elementary School	UniSIG		\$1,740.00
			<i>Notes: Consultant from Curriculum Associates to provide training and follow-up coaching on best practices in lesson planning and curriculum pacing.</i>			
	6400	510-Supplies	0621 - Blue Lake Elementary School	UniSIG		\$1,450.00

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			<i>Notes: Materials and Supplies for best practices training - paper, pens, binders, hand outs, chart paper</i>			
	6400	750-Other Personal Services	0621 - Blue Lake Elementary School	UniSIG		\$10,200.00
			<i>Notes: Substitutes for - 2 days X \$100/day X 51</i>			
	6400	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$776.62
			<i>Notes: Substitute social security @ 7.65%</i>			
	5100	120-Classroom Teachers	0621 - Blue Lake Elementary School	UniSIG		\$1,809.60
			<i>Notes: Stipends to provide support for struggling teachers to observe demonstration classrooms</i>			
	5100	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$138.33
			<i>Notes: Observation Social Security @ 7.65%</i>			
<b>6</b>	<b>G1.B1.S1.A6</b>	<b>Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data</b>				<b>\$0.00</b>
<b>7</b>	<b>G1.B1.S1.A7</b>	<b>Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to handle discipline and other duties.</b>				<b>\$43,783.88</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	0621 - Blue Lake Elementary School	UniSIG		\$33,750.00
			<i>Notes: Salaries - TOA - \$45,000 X 75% of the year = \$33,750. This is a new position, not previously funded.</i>			
	6300	210-Retirement	0621 - Blue Lake Elementary School	UniSIG		\$2,673.00
			<i>Notes: TOA retirement @ 7.92%</i>			
	6300	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$2,581.88
			<i>Notes: TOA social security @ 7.65%</i>			
	6300	230-Group Insurance	0621 - Blue Lake Elementary School	UniSIG		\$4,779.00
			<i>Notes: TOA medical insurance @ \$4,779</i>			
<b>8</b>	<b>G1.B1.S1.A8</b>	<b>Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and differentiated instruction (intervention teacher and tutoring hours)</b>				<b>\$45,377.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0621 - Blue Lake Elementary School	UniSIG	1.0	\$33,750.00
			<i>Notes: Salaries for Intervention Teacher - \$45,000 X 75% of the year = \$33,750.</i>			

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	5100	210-Retirement	0621 - Blue Lake Elementary School	UniSIG		\$2,673.00
			<i>Notes: Intervention Teachers retirement @ 7.92%</i>			
	5100	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$2,582.00
			<i>Notes: Intervention Teachers social security @ 7.65%</i>			
	5100	230-Group Insurance	0621 - Blue Lake Elementary School	UniSIG		\$6,372.00
			<i>Notes: Medical insurance @ \$6,372 each.</i>			
<b>9</b>	<b>G1.B1.S1.A9</b>	<b>Train staff on Social Emotional Learning. This would include programs such as: poverty workshops, poverty conferences, poverty simulations, SEL Harmony programs, RULER , Trauma Informed Care, Compassion Fatigue, and off-site parent trainings.</b>				<b>\$16,780.30</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0621 - Blue Lake Elementary School	UniSIG		\$5,220.00
			<i>Notes: Hire consultant to provide Social Emotional Learning Training and provide follow up - RULER onsite - 3 member team @ \$6,000 ea</i>			
	6400	510-Supplies	0621 - Blue Lake Elementary School	UniSIG		\$580.00
			<i>Notes: Materials and supplies - R.U.L.E.R. binders and materials, folders, pens, chart paper</i>			
	6400	750-Other Personal Services	0621 - Blue Lake Elementary School	UniSIG		\$10,200.00
			<i>Notes: Substitutes for training - 2 days X \$100/day X 51</i>			
	6400	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$780.30
			<i>Notes: Substitute social security @ 7.65%</i>			
<b>10</b>	<b>G1.B1.S2.A1</b>	<b>Conduct parent-teacher visits at students' homes.</b>				<b>\$3,779.33</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	120-Classroom Teachers	0621 - Blue Lake Elementary School	UniSIG		\$2,500.00
			<i>Notes: Stipends for teachers to do home visits - 10 teachers X 5 visits X 2 hours X \$25/hr</i>			
	6150	210-Retirement	0621 - Blue Lake Elementary School	UniSIG		\$198.00
			<i>Notes: Stipend Retirement @ 7.92%</i>			
	6150	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$191.33
			<i>Notes: Stipend Social Security @ 7.65%</i>			
	6150	330-Travel	0621 - Blue Lake Elementary School	UniSIG		\$890.00

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				<i>Notes: Travel between schools and homes for home visits - 20 teachers X 10 weeks X 10 miles/week X .445 per mile.</i>		
<b>11</b>	<b>G1.B1.S2.A2</b>	<b>Provide social services on site for students and their families (mental health contracted services). [copy]</b>				<b>\$25,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	310-Professional and Technical Services	0621 - Blue Lake Elementary School	UniSIG		\$25,000.00
				<i>Notes: Contracted Services with Halifax Behavioral Services or Children's Home Society to provide full-time Mental Health Specialist</i>		
<b>12</b>	<b>G1.B1.S3.A1</b>	<b>Tutoring before and after school, as well as on weekends and summer.</b>				<b>\$32,974.06</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6200	120-Classroom Teachers	0621 - Blue Lake Elementary School	UniSIG		\$5,400.00
				<i>Notes: Stipends for certified staff to provide tutoring before and after school, and weekends - 3 teachers X 3 hrs/wk X 20 wks X \$30/hr</i>		
	5900	210-Retirement	0621 - Blue Lake Elementary School	UniSIG		\$427.68
				<i>Notes: Tutoring retirement @ 7.92%</i>		
	5900	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$413.10
				<i>Notes: Tutoring social security @ 7.65%</i>		
	5900	510-Supplies	0621 - Blue Lake Elementary School	UniSIG		\$1,770.16
				<i>Notes: Materials and supplies for tutoring and remediation instruction</i>		
	5900	120-Classroom Teachers	0621 - Blue Lake Elementary School	UniSIG		\$21,600.00
				<i>Notes: Stipends for extended instructional year - 3 wks X 4 days X 6 hrs X \$30 X 10</i>		
	5900	210-Retirement	0621 - Blue Lake Elementary School	UniSIG		\$1,710.72
				<i>Notes: Extended year Retirement @ 7.92%</i>		
	5900	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$1,652.40
				<i>Notes: Extended year Social Security @ 7.65%</i>		
<b>13</b>	<b>G1.B1.S3.A2</b>	<b>Extended school day for grades K-2</b>				<b>\$36,796.55</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0621 - Blue Lake Elementary School	UniSIG		\$29,160.00
				<i>Notes: Additional hour salary for K-2 teachers: 12 teachers X 1 hr X \$27 X 90 days</i>		

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	5900	210-Retirement	0621 - Blue Lake Elementary School	UniSIG		\$2,309.47
			<i>Notes: Extended day Retirement @ 7.92%</i>			
	5900	220-Social Security	0621 - Blue Lake Elementary School	UniSIG		\$2,230.74
			<i>Notes: Extended day social security @ 7.65%</i>			
	5900	510-Supplies	0621 - Blue Lake Elementary School	UniSIG		\$3,096.34
			<i>Notes: Materials and supplies for extended instructional day - Lakeshore STEM kits.</i>			
<b>14</b>	<b>G2.B1.S1.A1</b>	<b>Provide professional learning</b>				<b>\$0.00</b>
<b>15</b>	<b>G2.B1.S1.A2</b>	<b>Provide coaching support and feedback</b>				<b>\$0.00</b>
<b>16</b>	<b>G2.B1.S1.A3</b>	<b>Increase walk-throughs to monitor implementation</b>				<b>\$0.00</b>
<b>17</b>	<b>G2.B1.S1.A4</b>	<b>Provide additional time for data analysis</b>				<b>\$0.00</b>
<b>18</b>	<b>G2.B1.S1.A5</b>	<b>Vertical team planning</b>				<b>\$0.00</b>
<b>19</b>	<b>G2.B1.S2.A1</b>	<b>Provide and receive additional district support</b>				<b>\$0.00</b>
<b>20</b>	<b>G2.B1.S2.A2</b>	<b>Training on resources and PST decision tree</b>				<b>\$0.00</b>
<b>21</b>	<b>G2.B1.S2.A3</b>	<b>Meet weekly in grade level PLCs (including coaches/resource teachers)</b>				<b>\$0.00</b>
<b>22</b>	<b>G2.B1.S2.A4</b>	<b>Increase training and coaching of small group instruction</b>				<b>\$0.00</b>
<b>23</b>	<b>G2.B1.S2.A5</b>	<b>Conduct monthly PLC walk throughs with data collection tool</b>				<b>\$0.00</b>
<b>24</b>	<b>G2.B1.S3.A1</b>	<b>Weekly learning walks</b>				<b>\$0.00</b>
<b>25</b>	<b>G2.B1.S3.A2</b>	<b>TIM training</b>				<b>\$0.00</b>
<b>26</b>	<b>G2.B1.S3.A3</b>	<b>Professional learning</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$249,280.00</b>