Marion County Public Schools

College Park Elementary School

2016-17 School Improvement Plan

College Park Elementary School

1330 SW 33RD AVE, Ocala, FL 34474

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	F

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 was approved by the Marion County School Board on 1/24/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non- charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for College Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission at College Park Elementary School is to provide all students with the educational opportunities needed to develop academic skills and character traits necessary for a diverse and global society.

b. Provide the school's vision statement

Our vision at College Park Elementary is to provide a quality education in a safe and nurturing environment.

2. School Environment

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

School demographic data provides the school with information related to the diversity on our campus. Teachers provide opportunities to engage students in multi-cultural activities that promote awareness of family backgrounds.

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

CPE is a PBS school. Everyone on campus has been trained in the Positive Behavior Support System. CPE's focus is on promoting Respect, Responsibility and being a Role Model among staff and students. This year CPE is piloting the PBIS Interconnected Systems Framework model to intervene and address student behavior and mental health concerns in an effort to increase student academic achievement.

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

CPE is a PBS school. Everyone on campus has been trained in the Positive Behavior Support System. CPE's focus is on promoting Respect, Responsibility and being a Role Model among staff and students.

A strategy from our PBS program is the implementation of three interventions before a behavior referral is documented. This year CPE is piloting the PBIS Interconnected Systems Framework model to intervene and address student behavior and mental health concerns in an effort to increase student academic achievement.

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

Our guidance counselors are available to provide individual and small group counseling to meet student needs, such as interactive social groups and the check-in and check-out

monitoring system.

We also provide mentoring for students identified by our Early Warning System as being high risk students.

PBS is a major focus on our campus this year with many student-based activities planned to provide opportunities for students to socialize and be recognized for positive behavior. This year CPE is piloting the PBIS Interconnected Systems Framework model to intervene and address student behavior and mental health concerns in an effort to increase student academic achievement.

3. Early Warning Systems

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

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

Performance Matters is used to monitor the EWS indicators such as students with attendance below 90 percent, ELA and Math course failure and students scoring Level 1 on the statewide assessments in ELA and Math.

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:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	1	2	2	5	0	0	0	0	0	0	0	12
One or more suspensions	1	2	3	8	7	12	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	2	3	5	7	12	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	52	52	31	0	0	0	0	0	0	0	135

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	1	2	3	8	7	12	0	0	0	0	0	0	0	33

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

School-wide intervention strategies to improve academic performance for students identified by the early warning system includes: PBS (ISF), mentoring, counseling, and parent notification. CPE also monitors student performance through the multi-tiered system of interventions, psychological testing and observations to ensure students are receiving the services needed for successful classroom performance. Teachers meet weekly to engage in collaborative conversations regarding instruction aligned to Florida Standards. Teachers receive ongoing training in planning standards based lessons to improve academic performance of all students.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

At CPE we hold an annual orientation, open house, Title I meeting, and three parent involvement activities. We also have a monthly newsletter as well as family and student access through Skyward. Central Florida College is our business partner and supports CPE through activities such as: Jr. Achievement, readers for College Park Read-In and volunteers for various events. Meadowbrook Church is a new community resource which sponsors many PBS and other school activities.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Boston, Cassandra	Principal
Doles, Patricia	Assistant Principal
Smithies, Lesa	Administrative Support
Chin, Calvin	Dean

b. Duties

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

Calvin Chin, Dean of Students
Dr. Lesa Smithies, Coordinator
_____, PDS
Kristyne Bailey, Academic Coach

CPE Leadership Team meets weekly to discuss school academic climate, upcoming events and teacher/staff concerns .The school based leadership team should consistently monitors student achievement data and provide intervention opportunities to students as needed. Progress is monitored and interventions are adjusted based on student growth data.

Cassandra Boston serves as the Instructional Leader at College Park and plans the agenda for weekly team meetings. She conducts daily classroom walkthroughs providing teacher feedback to assist in better teaching and learning at College Park. Boston also works with the leadership team members in gathering information and resources to assist teachers in the teaching and learning process.

Patricia Doles is the Principal for Curriculum and primarily ensures teachers are equipped with materials and resources needed to teach Florida Standards. She is also instrumental in the multi-tiered system of support (MTSS) to ensure students receive the support necessary to ensure classroom success.

Jessica Conroy and Earnestine Boireau are Guidance Counselors who work with teachers through the MTSS process to ensure all students receive support necessary for classroom success. The counselors also implement the Attendance Counts initiative as well as the Character Ed program.

Calvin Chin is our Dean and manages our PBIS program and chairs the school's PBS Committee.

Dr. Lesa Smithes is our Coordinator and co-manages the PBIS program at College Park. She also conducts daily classroom walkthroughs, providing feedback to teachers in order to enhance teaching and learning at College Park.

The Professional Development Specialist (PDS) works with the administrative team to ensure teachers are prepared to deliver standards based reading and writing lessons. The PDS models and coaches best practices and is extremely important in the progress monitoring process as well as professional development at the school.

Kristyne Bailey is our Academic Coach and works with the administrative team to ensure teachers are prepared to deliver standards based mathematics and science lessons. The Academic Coach models and coaches best practices and is extremely important in the progress monitoring process as well as professional development at the school. She also facilitates parent involvement at College Park.

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 leadership team meets on a weekly basis. The agenda includes discussion of overall student needs, discussion of school programs and their progress, dissemination of materials and information related to individual areas of responsibility as well as areas of criticality (teacher instruction) around the campus. The team provides resources and support in an effort to gain commitment to the overall goal of improving instruction to increase student learning. Resources are maintained in an accounting system managed by the school secretary, Christine Boicelli and Principal, Cassandra Boston.

Weekly grade level meetings occur to ensure teachers are up-to-date with current information with respect to school and district initiatives, school and district policies and procedures, best practices and student achievement. These collaborative conversations sets the stage for all teachers to be successful.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cassandra Boston	Principal
Kelly Besser	Business/Community
Pastor Ybarra	Business/Community
Pastor Garboden	Business/Community
Howard Braden	Teacher
John Smithes	Business/Community
Yanay Lanza	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

a. Evaluation of last year's school improvement plan

The previous year's FSA data will be presented to the SAC. Discussions and adjustments will be made to ensure the plan is aligned to the school's expectations for academic achievement for the 2016-2017 school year.

b. Development of this school improvement plan

In May of 2016, a school improvement work session was held to develop a draft of the 2016-2017 CIMS plan.

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

In May of 2016, a school improvement work session was held to discuss and plan CIMS activities and the necessary expenditures. The school budget was built by first considering items related to enhancing classroom instruction. Instructional materials, technology and hardware were given first priority. Professional development, teacher collaboration opportunities and other out-of-classroom expenditures were prioritized and included in the budget based on availability of remaining funds.

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

School improvement funds were used to provide subs and stipends for professional development opportunities.

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
Boston, Cassandra	Principal
Doles, Patricia	Assistant Principal
Smithies, Lesa	Administrative Support

b. Duties

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

CPE's LLT will meet monthly to monitor school-wide fidelity of our 90/120 minute reading block and the 45 minute intensive intervention/enrichment block. The LLT will also discuss the inclusion of literacy across the campus as literacy across all subject areas is a goal of the school. The Professional Development Specialist chairs this committee, which consists of grade cluster ELA lead teachers and school administration.

The LLT will monitor effective instructional strategies to provide reading, writing, speaking and listening opportunities in all K-5 classrooms. PLC's will be used as an avenue for teachers to collaboratively converse regarding literacy across all subject areas. The LLT will continue to focus on Florida Standards. Teachers will share best practices, review current student data for re-teaching if necessary, with administrative monitoring to ensure effective teaching is taking place.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

College Park fosters positive working relationships between teachers by scheduling Grade Level PLCs where teachers share best practices, review instructional data and participate in classroom learning walks.
Team building activities during school wide PLCs or trainings, Sunshine events, and PBS activities give teachers time to strengthen relationships.

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

School Orientation - Cassandra Boston
Appoint Mentor Teachers - Cassandra Boston
Orient to curriculum materials and school policies - Cassandra Boston
Schedule classroom visits to offer support - Cassandra Boston / Patricia Doles
Encourage teachers to participate in school-based committees - Cassandra Boston / Teachers
Provide feedback to new teachers - Cassandra Boston/ Patricia Doles / Teachers

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

Lori Kolb (veteran 3rd grade teacher) will mentor Cristina Gomera (first year third grade teacher). Mentor and new teacher will meet weekly to go over lesson plans, discuss curriculum and analyze student performance.

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

CPE uses the district endorsed and state approved Wonders Reading series and Go Math textbook to facilitate ELA and Math instruction. Teachers are given copies of the Florida Standards along with district created curriculum maps aligned to Florida standards. District provides several opportunities for training and staff development in core currculum areas. Early release days are used for school site trainings and professional development provided by instructional coaches, STEM leads, and administration. CPE is using the district's planning protocol to initiate grade level collaborative conversations/ planning to better align instruction to the 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

College Park Elementary uses data to provide and differentiate instruction to meet diverse needs of students as follows:

•Whole group, small group and one-on-one instruction based on student needs
•Uninterrupted 90 minute reading block
•Providing interventions based on student needs
•Providing instruction aligned with the Florida Standards for each grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Monitoring progress at the class and grade level during data meetings/PLC's
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

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: 5,760

Targeted groups of students will be provided additional instruction support for 12 - 16 weeks in the content areas of ELA and Math.

Strategy Rationale

A student's time on task is an indicator of their academic achievement. the more time a student spends in instruction, the greater the probability of academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Doles, Patricia, patricia.doles@marion.k12.fl.us

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

Pre/Post Test

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

STAGGER START is a district wide program designed to assist students in transitioning into local elementary schools. five to six students per day attend school during the first three days giving staff the opportunity to administer assessments to develop one-on-one relationships with students, and to reduce the anxiety associated wit starting school. The Wonders placement test FAIR and FLKRS are assessment tools used to determine the readiness needs of these kindergarten students. Students who need intensive interventions will receive additional assistance from trained teachers and paraprofessionals utilizing Reading Mastery and Early Interventions in Reading. During the spring and summer kindergarten enrollment periods, information is shared with parents regarding the state funded voluntary Pre-K opportunities and the Hoe Instruction of Parents of Pre-School Youngsters (HIPPY). College Park offers two Title I VPK School Year programs to ensure students have a successful transition to kindergarten.

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

College and Career Readiness

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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.   If we utilize strategies to support reading, writing, speaking and listening in all content areas, 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. If we utilize strategies to support reading, writing, speaking and listening in all content areas, then student achievement will increase. 1a

🔍 G087302

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	59.0
Math Gains	38.0
FCAT 2.0 Science Proficiency	38.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches (PDS, Academic Coach) Paraprofessionals Research based programs (Write Score - Writing, Top Score - Writing, ACALETICS - Math, Science Quik Piks) Professional Development PLC's for collaborative planning

Plan to Monitor Progress Toward G1. 8

Data from walkthroughs, informal observations and formal observations

Person Responsible
Cassandra Boston

Schedule
Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion
MCIES evaluation system data

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

Total:	**$0.00**