

# B.D. Gullett Elementary School



2015-16 School Improvement Plan

## B.D. Gullett Elementary School

12125 44TH AVE E, Bradenton, FL 34211

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
43%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
37%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of B. D. Gullett Elementary School is to inspire all learners to dream, achieve, and develop a love of learning through curiosity, commitment, and compassion.

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

The vision of Gullett Elementary is for each student to achieve full potential in his or her academic, creative, personal, physical, moral and spiritual development.

#### School Environment

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

Our school provides a learning environment that respects and appreciates all students' cultures. Teachers learn about their students from student records, assessments, interviews, parent contact and observations. Teachers focus on the way their students learn and provide them individualized, differentiated, effective strategies to meet their needs. Teachers build relationships with their students by treating them with respect and expecting them to treat others with respect. They understand their student backgrounds and learn about their interests through their interactions in the classroom and lessons. They support their students in helping them reach their maximum potential.

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

Gullett ES prides itself as an orderly school with a high level of respect among staff and students. School rules are in place that promote respect and safety and prevent bullying. We have a zero tolerance policy for bullying. Reports of bullying are taken seriously and appropriate action is taken. Teachers teach and model behavioral expectations. These expectations are made clear and good behavior is rewarded. Adults are visible on campus before, during and after school and students are well supervised at all times. By being a Positive Behavior Support school our students are taught appropriate behaviors

##### **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**

Gullett ES is a Positive Behavior Support school. We have GATOR Expectations that are posted throughout the school that focus on classroom and common area rules. Students are taught and retaught these behavior expectations. They earn a ticket for demonstrating these behaviors to redeem for rewards and privileges. Students are learning the importance of always doing their best, showing self-control, being responsible, showing honesty and cooperating. By teaching these skills, students are learning appropriate behaviors that will enable them to adhere to the school rules, increase their instructional time in the learning environment and improve their performance. When necessary, plans are developed to address student's inappropriate behaviors that match the consequence to the severity of the behavior.



**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**

All students have access to counseling services to assist them with problems or concerns related to social emotional needs. Through communication and referral, teachers facilitate interaction between students and the Guidance Counselor and Student Support Specialist. The Guidance counselor will counsel students or small groups. Administration, Guidance Counselor, Student Service Team and Teachers work together to intervene with students who have not coped well with problem situations. Guidance Counselor helps parents access community mental health services for long-term counseling needs and to deal with crises. Parents are included in all meetings regarding their child who is choosing unhealthy solutions to their problems. Direct instruction is provided and reinforced to help students with social skills and conflict management.

**Early Warning Systems**

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

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

Attendance Early Warning Indicators: Tier 1=0-3 unexcused absences per quarter (if student reaches 3 unexcused absences teacher contacts parent); Tier 2=4-6 absences per quarter and/or 8+unexcused absences per quarter (if student reaches 8, referral to the school social worker); Tier 3=10+ unexcused absences (Truancy intervention). At this time our school wide attendance =95% however, there are individual students who have excessive unexcused absences and those students are monitored as a possible impediment to their academic success.

There is a school wide behavior management program called PBS. The classroom teacher, the Student Support Specialist, the Assistant Principal and the Guidance Counselor intervene at various stages and provide discipline interventions which may include behavior intervention plans, functional behavior assessments and modified classroom behavior plan to include positive rewards.

Students who earn a D or F per quarter in grades 2-5 or 1's and 2's in grades K-1 receive remediation or are placed in RtI-Tier 2 or 3 depending on the progress monitoring results. The student is brought to the school's child study team(MTSS) where data is analyzed and the team problem solves to put further interventions in place (i.e diagnostic, academic and IQ testing). If the response to interventions are still not successful a referral to ESE is made.

Statewide Assessments were new for 2014-15 school year (FSA) and are pending.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	9	13	12	10	11	64
One or more suspensions	1	3	2	1	7	4	18
Course failure in ELA or Math	1	6	3	13	10	6	39
Level 1 on statewide assessment	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	
Students exhibiting two or more indicators	1	2	1	1	4	2	11

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

Attendance Early Warning Indicators: Tier 1=0-3 unexcused absences per quarter (if student reaches 3 unexcused absences teacher contacts parent); Tier 2=4-6 absences per quarter and/or 8+unexcused absences per quarter (if student reaches 8, referral to the school social worker); Tier 3=10+ unexcused absences (Truancy intervention). At this time our school wide attendance =95% however, there are individual students who have excessive unexcused absences and those students are monitored as a possible impediment to their academic success.

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Statewide Assessments were new for 2014-15 school year (FSA) and are pending.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Gullett ES utilizes many means for parents and teachers to have two-way communication an ongoing basis – emails, phone calls and agendas that go home daily are tools that are used to keep parents abreast of student progress. Other communication is made available through our school website, monthly dates to remember that are sent home, teacher newsletters, and flyers to inform families of upcoming events. Our PTO is an integral part of our school and maintains a website for parents. PTO recruits parents to help with events and attend monthly PTO and SAC meetings. Parents are very active in our school through volunteering, leading and participating in events that support our school and students. For example, each year PTO hosts a Golf Challenge, Walk-A thon, Christmas Store, Movie Nights and Spirit Days. Our Mission and Vision is carried out through our PTO and SAC events.

**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**

Our school has developed and maintained partnerships with many local organizations in the community who continue to provide resources to support student achievement. We have a Business Partner Committee and individual teachers who contact businesses to see if they are willing to support our school. Our PTO has approached area businesses as well. Each quarter, we hold award assemblies for all grade levels. Students are recognized in the following categories: academic achievement, perfect attendance, displaying behaviors that match the Character Trait of the Month and earning Positive Behavior Support award. We receive coupons from our Business Partners to reward our students. Some of our Business Partners are: Chick-Fil-A, Drama Kids, Subway, Jet's Pizza, and Smuggler's Cove. We have businesses that will entertain our students during assemblies to reward students who earn Gator Baits through our PBS program. One of our staff and student favorites is JUMP.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Gibson, Shirin	Principal
Kelley, Mike	Assistant Principal
Rice, Monica	Guidance Counselor
Raynor, Melissa	Teacher, K-12
Pfeiffer, Barbara	Teacher, K-12
Witman, Brandi	Teacher, K-12
Latham, Charlotte	Teacher, K-12
Kubal, Megan	Administrative Support

**Duties**

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

The SLT will collaborate on SIP goals, analyze available data, discuss barriers, resources, and instructional strategies and reach consensus. The goals will be communicated to the school community at the first school wide inservice on August 21st.

Roles and Responsibilities:

Shirin Gibson - SLT Lead/Data Analyst

Mike Kelley - Facilitator and Time keeper

Monica Rice and Megan Kubal - Macro Data Analysis/Providers

Barbara Pfeiffer - Recorder and Mediator

Missy Raynor, Barbara Pfeiffer and Brandi Witman - Micro Data Analysts

***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***

Gullett administrators are trained to use the TALEO hiring system to consider qualified candidates for teaching positions. This system screens for highly qualified certification. Critical to the search process

is the candidate's teaching experience, educational background, diversity, and references. Interview teams include teachers to insure the candidates are considered with the input of those who will work with the new educator.

Retention of highly qualified teachers is an on-going process. New teachers are paired with highly qualified veteran teachers to assist with orientation and mentoring. School administrators are assigned to new teachers equivocally to insure their time can adequately support and offer feedback. The leadership team will meet bi-monthly in order to monitor data and identify the resources needed to meet the SIP goals, as well as, discuss problem solving initiatives to meet the goal in order to highly impact student achievement.

As a non-Title school, the teachers use the core curriculum and state standards for instruction and supplement with Reading, Writing and Math Workshop, Comprehension Toolkit, Top Score for Writing, Number Talks and other academic websites like Study Island, iReady, etc.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Dr. Shirin Gibson	Principal
Barbara Pfeiffer	Teacher
Mike Kelley	Teacher
Brandi Witman	Teacher
Cristina Holland	Parent
Angel Kersey	Parent
Sophie Fisher	Parent
Jessica Van Buskirk	Parent
Jose Vega	Parent
John Riggs	Parent
Amy Whittemore	Education Support Employee
Tim Hamand	Teacher
Gina Sprague	Teacher
Jerry Parrish	Business/Community

#### Duties

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

#### *Evaluation of last year's school improvement plan*

The prior principal, Kathy McLean, shared the SIP at the last SAC meeting however FSA data was unavailable, but she was able to share that 21% of our third graders were in the lowest quintile. In addition to evaluating the SIP for 14-15 school year, the SAC members stated that the 4 most important activities that the SAC members were involved in included:

- STEM night.
- Concerns about the Number of After School Clubs came up, therefore, Ms. McLean provided a list of all clubs.
- Informed parents of the design of the new FSA providing them with sample tests.
- Informed the members about the districts iReady program and shared how the data is used for the SIP and as a diagnostic tool.

*Development of this school improvement plan*

SAC members were part of the team that wrote the 2015-2016 SIP and will present the plan at the first SAC meeting in September for approval and input. A teacher from Kdg, 3rd grade, 2-5th grade teachers, the Guidance Counselor, Assistant Principal and Principal developed the SIP by analyzing last years SIP, discussing needs of our students and teachers and looking at academic deficits that could impede our progress. (i.e. how to use data, how to implement close reading, use of number talks and using science consistently across grade levels).

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

The budget comes prepared from the district for our school, but will be presented at the first SAC meeting for input regarding line item requests. There are certain line items that can be spent on supplies, technology and furnitures and fixtures, so those items can be up for discussion and input from members.

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

The budget was \$2246. \$1500 was allocated to pay teachers to come in the summer and write the SIP. \$746 was used for intensive, targeted after school tutoring.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Gibson, Shirin	Principal
Kelley, Mike	Assistant Principal
Rice, Monica	Guidance Counselor
Pfeiffer, Barbara	Teacher, K-12
Raynor, Melissa	Teacher, K-12
Witman, Brandi	Teacher, K-12
Kubal, Megan	Administrative Support

**Duties**

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

The LLT analyzes school wide literacy data bi-monthly (iReady, quarterly assessments, and writing assessments) and recommends adjustments or improvements to classroom teachers, tracking progress with each assessment. The team promotes a school wide AR initiative where students are encouraged to read, meet personal goals, and are recognized at quarterly assemblies.

**Public and Collaborative Teaching**

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

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

Gullett's master schedule insures that grade level teams have a common daily planning period. This design provides for weekly collaboration on lesson planning. Lesson plans are posted on the school's teacher resource server to encourage specials teachers to use grade level plans for cross-curricular planning. ESE providers such as SLPs and resource ESE teachers view posted lesson plans to develop appropriate IEP goals for standard curriculum students. Monthly curriculum overview planning meetings are conducted to articulate team roles future units of instruction. In addition, the school's professional development model designates two meetings a month for data analysis.

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

Gullett administrators are trained to use the TALEO hiring system to consider qualified candidates for teaching positions. This system screens for highly qualified certification. Critical to the search process is the candidate's teaching experience, educational background, diversity, and references. Interview teams include teachers to insure the candidates are considered with the input of those who will work with the new educator.

Retention of highly qualified teachers is an on-going process. New teachers are paired with highly qualified veteran teachers to assist with orientation and mentoring. School administrators are assigned to new teachers equivocally to insure their time can adequately support and offer feedback.

The school's Sunshine Committee meets regularly to schedule social events, celebrations, and recognition of teachers vital to the climate and culture of the school.

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

Retention of highly qualified teachers is an on-going process. New teachers are paired with highly qualified veteran teachers to assist with orientation and mentoring. School administrators are assigned to new teachers equivocally to insure their time can adequately support and offer feedback.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Gullett teachers have received professional development provided through district workshops and school in-service training to prepare them for implementation of the Florida Standards for College and Career Readiness. Teachers are expected to use state adopted programs for teaching all core content areas. It is also expected that teachers use curriculum maps provided on the district's curriculum website to guide pacing, drive essential questions, define appropriate resources, and diversify assessment tools. Lesson plans are submitted weekly for documentation of standards-based instruction.

#### **Instructional Strategies**

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

Gullett's Instructional Leadership Team meets twice monthly to review school wide assessment data and provide direction to grade level data teams. Grade level data teams meet every other week, cycling through review of reading, math, or writing data. Grade level data is posted on the school's teacher resource server for Tier 2 and 3 interventions. Lowest quartile students are monitored to insure the interventions are appropriate to their needs.

Tier 1 core instruction is delivered in a model of differentiated support in grades K-5. In primary grades, students are grouped by proficiency for reading block and are grouped heterogeneously for math. In intermediate grades, students are grouped heterogeneously ELA instruction and by proficiency for math. Primary and intermediate students use I-Ready daily in both reading and math. K-2 uses the program for a minimum of 15 minutes daily while intermediate uses twenty minutes daily.

**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:** 2,400

After school programs are designed to increase curricular opportunities and provide strategic intervention for students requiring more time to achieve grade level standards.

#### **Strategy Rationale**

Pairing a high school student with an elementary student in order to receive a different mode of instruction through peers.

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

- Core Academic Instruction

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

Rice, Monica, ricem@manateeschools.net

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

Interest surveys are conducted to consider future after school enrichment offerings. The Power Hour program uses weekly fluency and comprehension assessments to monitor reading progress

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

Gullett Elementary's PreKindergarten program is made up of four classes. Three classes support three and four-year-olds with IEPs. These programs support the developmental and exceptional students needs of young children for up to two full years before they enter kindergarten. The fourth class is made up of VPK students who will enter kindergarten during the subsequent school year. The PreK team collaborates quarterly with the kindergarten team to collaborate on standards-based lesson plans and assessments to insure readiness for kindergarten.

Fourth and fifth classes are departmentalized which requires students to change classrooms during the course of each day. They learn to be responsible for organization and keeping up with the

demands of various instructors.

Fifth grade students participate in orientation activities during the spring of the prior school year offered by local middle schools as part of the transition plan for elementary students proceeding to grade 6.

### College and Career Readiness

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

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

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

*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*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

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#### 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.

### 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.



## 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.** By the end of the 2015-2016 school year, 81% of students in grades K-5 will meet proficiency in ELA as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5).
- G2.** By the end of the 2015-2016 school year, 81% of students in grades K-5 will meet proficiency in Math as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5).
- G3.** By the end of the 2015-2016 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade FCAT 2.0 assessment.

## Strategic Goals Detail

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

**G1.** By the end of the 2015-2016 school year, 81% of students in grades K-5 will meet proficiency in ELA as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5). 1a

G072059

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

**Resources Available to Support the Goal** 2

- 1. Providing PD to further unpack and understand the learning outcomes of Florida State Standards in ELA.
- 2. Teachers continue to acclimate themselves with using "Common Core" teaching methodology and implementing specific targeted interventions for multiple learning modalities.

**Targeted Barriers to Achieving the Goal** 3

- Reading Wonders Curriculum, Top Score Writing Curriculum, and the District's stringent road map schedule: Teachers will need on-going training of new curriculum as it meets Florida State Standards.
- Students must have multiple and differentiated layers of support to enable them to meet higher and more rigorous levels of learning goals.
- Data Training for all staff for use of data in lesson planning and assessment as well as daily instructional strategies.

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

1. Evaluation Tools include: iReady data

**Person Responsible**

Shirin Gibson

**Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

Assessment Reports from iReady Website

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

Quarterly Assessment Data

**Person Responsible**

Shirin Gibson

**Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

Assessment Reports from School City

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

FSA Assessment Data

**Person Responsible**

Shirin Gibson

**Schedule**

Annually, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

FSA Data from Pearson

**G2.** By the end of the 2015-2016 school year, 81% of students in grades K-5 will meet proficiency in Math as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5). 1a

 G072060

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	81.0

**Resources Available to Support the Goal 2**

- Use of Number Talks and iReady to expand understanding of what a number means.
- School compiled bank of grade level fluency assessments and Go Math Think Central Resources.

**Targeted Barriers to Achieving the Goal 3**

- K-3 students struggle with number sense and operations.

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

iReady Data and District Assessments

**Person Responsible**

Shirin Gibson

**Schedule**

Quarterly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Grade level teams will analyze data with ILT to gauge progress.

**G3.** By the end of the 2015-2016 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade FCAT 2.0 assessment. 1a

G072061

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

**Resources Available to Support the Goal** 2

- National Geographic curriculum, District road maps, hands-on demo lab kits used for instruction
- Critical Thinking skill books and puzzles.

**Targeted Barriers to Achieving the Goal** 3

- Inconsistency in rigorous, hands-on instruction in the area of science occurring in grades K-4.

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

Monitoring of progress towards meeting goals will be completed using formative and summative Assessments. The 5th grade teacher completes a needs assessment to determine which 3rd and 4th grade standards the students have mastered. 3rd and 4th grade lesson plans will be monitored to ensure that science standards are taught.

**Person Responsible**

Shirin Gibson

**Schedule**

Quarterly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

diagnostic 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


**G1.** By the end of the 2015-2016 school year, 81% of students in grades K-5 will meet proficiency in ELA as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5). **1**

 G072059

**G1.B1** Reading Wonders Curriculum, Top Score Writing Curriculum, and the District's stringent road map schedule: Teachers will need on-going training of new curriculum as it meets Florida State Standards. **2**

 B187885

**G1.B1.S1** 1. Rtl- Tier I Continuous PD in reading including iReady, extended thinking, close reading strategies, using text evidence, gradual release of responsibility, and high cognitive complexity questioning/tasks will be provided for the teachers during weekly PLC's or monthly PLW's. **4**

 S199443

### Strategy Rationale

Teachers are struggling with implementation of core instruction.

### Action Step 1 **5**

Rtl- Tier I Continuous PD in reading including iReady, extended thinking, close reading strategies, using text evidence, gradual release of responsibility, and high cognitive complexity questioning/tasks will be provided for the teachers during weekly PLC's or monthly PLW's. Teachers would implement the strategies provided in the PD.

### Person Responsible

Shirin Gibson

### Schedule

Monthly, from 8/18/2015 to 6/10/2016

### Evidence of Completion

Principal will sign off on lesson plans and minutes from the ILT meetings will be available. Executive director will be invited to ILT.

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

1. Lesson plans will be reviewed during classroom walkthroughs and will be electronically submitted monthly to the administrator for on-going progress monitoring of curriculum road maps and standards-based instruction. iReady reports will be evaluated bi-monthly to the administrator and her Instructional leadership team (ILT).

**Person Responsible**

Shirin Gibson

**Schedule**

Monthly, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

Principal will sign off on lesson plans and minutes from the ILT meetings will be available. Executive director will be invited to ILT.

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

Use iReady and quarterly benchmark data to analyze proficiency.

**Person Responsible**

Shirin Gibson

**Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

Assessment data.

**G1.B2** Students must have multiple and differentiated layers of support to enable them to meet higher and more rigorous levels of learning goals. 2

 B187886

**G1.B2.S1** 1. Rtl Tier 2 –Problem-Solving Team will plan for supplemental instruction/interventions during the acceleration/remediation block for students not responding to core curriculum. Teachers will provide intensive instruction in addition to the core curriculum. 2. Rtl Tier 2 and 3 plans for targeted intervention for responding to core plus supplemental instruction using the problem solving process. Teacher's match evidence-based interventions, such as FCRR to individual student needs and provide them in addition to core instruction. 3. Continue to train faculty to implement Rtl Interventions with documentation and collection of progress monitoring data. 4

 S199445

### Strategy Rationale

Students attain grade level proficiency.

### Action Step 1 5

Use weekly Rtl/CST Meetings and Quarterly Progress Monitoring meetings to gauge and monitor T2 and T3 students progress towards mastery.

#### Person Responsible

Shirin Gibson

#### Schedule

On 6/10/2016

#### Evidence of Completion

Teachers will be responsible for bringing students intervention and progress monitoring data along with formative and iReady assessment data.

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

During quarterly progress monitoring, grade level teams will discuss each student and whether they are served in Rtl Tier 1, 2 or 3 and the interventions and progress monitoring being provided to those students.

#### Person Responsible

Monica Rice

#### Schedule

On 5/30/2016

#### Evidence of Completion

Rti Tier 2 and 3 progress monitoring data and graphs.

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

Teachers who have students in T2 and T3 will be frequently invited to RtI/CST Meetings to gauge progress towards mastery and if mastery is an issue what necessary academic support is required to assist students.

**Person Responsible**

Monica Rice


**Schedule**

Biweekly, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

Student RtI T2/T3 progress monitoring data - charts and graphs as well as who is responsible for delivering small group instruction.

**G1.B3** Data Training for all staff for use of data in lesson planning and assessment as well as daily instructional strategies. 2

 B187887

**G1.B3.S1** RtI Tier 1 - Teachers focus on teaching pre, during, and after reading strategies look at formative assessment data and re-teach/re-assess cycle. PD opportunities provide teachers explicit instruction on identified reading researched based strategies in English Language Arts, administering assessments to evaluate mastery of the standards and use the re-teach and re-assess cycle. 4

 S199446

**Strategy Rationale**

Teachers should analyze data in order to make adjustments to instruction that will help students attain mastery.

**Action Step 1 5**

What types of data are important? How is it used effectively? Data is on-going....

**Person Responsible**

Shirin Gibson

**Schedule**

Weekly, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

Teachers must have student data available, charted, instructional groups designed based on data (fluid) and show how they have used the data to move students to mastery.



**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Grade level teams will review results of common assessment data to determine mastery toward benchmarks.

**Person Responsible**

Shirin Gibson

**Schedule**

Monthly, from 8/18/2015 to 6/10/2016

***Evidence of Completion***

iReady data, benchmark assessment data from School City.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Will have quarterly conversations with every teacher regarding student achievement for every one of their students during progress monitoring.

**Person Responsible**

Shirin Gibson

**Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

***Evidence of Completion***

Collect Quarterly Progress Monitoring Data and correlate it to iReady and FSA scores.

**G2.** By the end of the 2015-2016 school year, 81% of students in grades K-5 will meet proficiency in Math as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5). 1

G072060

**G2.B1** K-3 students struggle with number sense and operations. 2

B187888

**G2.B1.S1** Provide every K-5 teacher with a copy of the Number Talks book to use as a jump start to the daily math lesson. 4

S199447

### Strategy Rationale

By using Number Talks with students to analyze meaning of numbers the students will have a solid foundation to build computation skills.

### Action Step 1 5

Give every teacher a copy of Number Talks and provide professional development.

#### Person Responsible

Shirin Gibson

#### Schedule

On 10/14/2015

#### Evidence of Completion

Lesson plans, classroom walk through data on use of Number Talks

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

Principal will check lesson plans and document through True North Logic during classroom walk throughs.

#### Person Responsible

Shirin Gibson

#### Schedule

Weekly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Post class room walk through conversations with teachers and assessment results.

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

Analyze District math assessment data.

**Person Responsible**

Shirin Gibson

**Schedule**

Quarterly, from 8/24/2015 to 6/9/2016


**Evidence of Completion**

Post class room walk through conversations with teachers and assessment results.


**G3.** By the end of the 2015-2016 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade FCAT 2.0 assessment. 1

 G072061

**G3.B1** Inconsistency in rigorous, hands-on instruction in the area of science occurring in grades K-4. 2

 B187890

**G3.B1.S1** Teams collaborate and develop a hands-on lab for each unit. 4

 S199448

**Strategy Rationale**

Working efficiently and obtaining resources and materials will provide consistency and allow students a hands-on experience.

**Action Step 1** 5

Provide PD with specific science strategies to use for each big idea on the road map.

**Person Responsible**

Shirin Gibson

**Schedule**

On 12/9/2015

**Evidence of Completion**

Sign in sheets, exit slips

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Class room walk throughs in True North Logic for evidence of implementation.

**Person Responsible**

Shirin Gibson

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Evidence in lesson plans, student materials (journals),

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Evaluation of student journals to reflect students' deeper understanding of science concepts.

**Person Responsible**

Shirin Gibson

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Class room walk throughs, journal samples, grades

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Rtl- Tier I Continuous PD in reading including iReady, extended thinking, close reading strategies, using text evidence, gradual release of responsibility, and high cognitive complexity questioning/tasks will be provided for the teachers during weekly PLC's or monthly PLW's. Teachers would implement the strategies provided in the PD.	Gibson, Shirin	8/18/2015	Principal will sign off on lesson plans and minutes from the ILT meetings will be available. Executive director will be invited to ILT.	6/10/2016 monthly
G1.B2.S1.A1	Use weekly Rtl/CST Meetings and Quarterly Progress Monitoring meetings to gauge and monitor T2 and T3 students progress towards mastery.	Gibson, Shirin	8/18/2015	Teachers will be responsible for bringing students intervention and progress monitoring data along with formative and iReady assessment data.	6/10/2016 one-time
G1.B3.S1.A1	What types of data are important? How is it used effectively? Data is on-going....	Gibson, Shirin	8/18/2015	Teachers must have student data available, charted, instructional groups designed based on data (fluid) and	6/10/2016 weekly

**Manatee - 0821 - B.D. Gullett Elementary School - 2015-16 SIP**  
*B.D. Gullett Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				show how they have used the data to move students to mastery.	
G2.B1.S1.A1	Give every teacher a copy of Number Talks and provide professional development.	Gibson, Shirin	10/14/2015	Lesson plans, classroom walk through data on use of Number Talks	10/14/2015 one-time
G3.B1.S1.A1	Provide PD with specific science strategies to use for each big idea on the road map.	Gibson, Shirin	12/9/2015	Sign in sheets, exit slips	12/9/2015 one-time
G1.MA1	1. Evaluation Tools include: iReady data	Gibson, Shirin	8/18/2015	Assessment Reports from iReady Website	6/10/2016 quarterly
G1.MA2	Quarterly Assessment Data	Gibson, Shirin	8/18/2015	Assessment Reports from School City	6/10/2016 quarterly
G1.MA3	FSA Assessment Data	Gibson, Shirin	8/18/2015	FSA Data from Pearson	6/10/2016 annually
G1.B1.S1.MA1	Use iReady and quarterly benchmark data to analyze proficiency.	Gibson, Shirin	8/18/2015	Assessment data.	6/10/2016 quarterly
G1.B1.S1.MA1	1. Lesson plans will be reviewed during classroom walkthroughs and will be electronically submitted monthly to the administrator for on-going progress monitoring of curriculum road maps and standards-based instruction. iReady reports will be evaluated bi-monthly to the administrator and her Instructional leadership team (ILT).	Gibson, Shirin	8/18/2015	Principal will sign off on lesson plans and minutes from the ILT meetings will be available. Executive director will be invited to ILT.	6/10/2016 monthly
G1.B2.S1.MA1	Teachers who have students in T2 and T3 will be frequently invited to RtI/CST Meetings to gauge progress towards mastery and if mastery is an issue what necessary academic support is required to assist students.	Rice, Monica	8/18/2015	Student RtI T2/T3 progress monitoring data - charts and graphs as well as who is responsible for delivering small group instruction.	6/10/2016 biweekly
G1.B2.S1.MA1	During quarterly progress monitoring, grade level teams will discuss each student and whether they are served in RtI Tier 1, 2 or 3 and the interventions and progress monitoring being provided to those students.	Rice, Monica	9/1/2015	Rti Tier 2 and 3 progress monitoring data and graphs.	5/30/2016 one-time
G1.B3.S1.MA1	Will have quarterly conversations with every teacher regarding student achievement for every one of their students during progress monitoring.	Gibson, Shirin	8/18/2015	Collect Quarterly Progress Monitoring Data and correlate it to iReady and FSA scores.	6/10/2016 quarterly
G1.B3.S1.MA1	Grade level teams will review results of common assessment data to determine mastery toward benchmarks.	Gibson, Shirin	8/18/2015	iReady data, benchmark assessment data from School City.	6/10/2016 monthly
G2.MA1	iReady Data and District Assessments	Gibson, Shirin	8/24/2015	Grade level teams will analyze data with ILT to gauge progress.	6/9/2016 quarterly
G2.B1.S1.MA1	Analyze District math assessment data.	Gibson, Shirin	8/24/2015	Post class room walk through conversations with teachers and assessment results.	6/9/2016 quarterly
G2.B1.S1.MA1	Principal will check lesson plans and document through True North Logic during classroom walk throughs.	Gibson, Shirin	8/24/2015	Post class room walk through conversations with teachers and assessment results.	6/9/2016 weekly
G3.MA1	Monitoring of progress towards meeting goals will be completed using formative and summative Assessments. The 5th grade teacher completes a needs assessment to determine which 3rd and 4th grade standards the students have mastered. 3rd and 4th grade lesson plans will be monitored to ensure that science standards are taught.	Gibson, Shirin	8/24/2015	diagnostic data	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Evaluation of student journals to reflect students' deeper understanding of science concepts.	Gibson, Shirin	8/24/2015	Class room walk throughs, journal samples, grades	6/9/2016 monthly
G3.B1.S1.MA1	Class room walk throughs in True North Logic for evidence of implementation.	Gibson, Shirin	8/24/2015	Evidence in lesson plans, student materials (journals),	6/9/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By the end of the 2015-2016 school year, 81% of students in grades K-5 will meet proficiency in ELA as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5).

**G1.B1** Reading Wonders Curriculum, Top Score Writing Curriculum, and the District's stringent road map schedule: Teachers will need on-going training of new curriculum as it meets Florida State Standards.

**G1.B1.S1** 1. RtI- Tier I Continuous PD in reading including iReady, extended thinking, close reading strategies, using text evidence, gradual release of responsibility, and high cognitive complexity questioning/tasks will be provided for the teachers during weekly PLC's or monthly PLW's.

### **PD Opportunity 1**

RtI- Tier I Continuous PD in reading including iReady, extended thinking, close reading strategies, using text evidence, gradual release of responsibility, and high cognitive complexity questioning/tasks will be provided for the teachers during weekly PLC's or monthly PLW's. Teachers would implement the strategies provided in the PD.

#### **Facilitator**

Shirin Gibson

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/18/2015 to 6/10/2016

**G1.B3** Data Training for all staff for use of data in lesson planning and assessment as well as daily instructional strategies.

**G1.B3.S1** RtI Tier 1 - Teachers focus on teaching pre, during, and after reading strategies look at formative assessment data and re-teach/re-assess cycle. PD opportunities provide teachers explicit instruction on identified reading researched based strategies in English Language Arts, administering assessments to evaluate mastery of the standards and use the re-teach and re-assess cycle.

**PD Opportunity 1**

What types of data are important? How is it used effectively? Data is on-going....

**Facilitator**

Shirin Gibson

**Participants**

Teachers

**Schedule**

Weekly, from 8/18/2015 to 6/10/2016

**G2.** By the end of the 2015-2016 school year, 81% of students in grades K-5 will meet proficiency in Math as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5).

**G2.B1** K-3 students struggle with number sense and operations.

**G2.B1.S1** Provide every K-5 teacher with a copy of the Number Talks book to use as a jump start to the daily math lesson.

**PD Opportunity 1**

Give every teacher a copy of Number Talks and provide professional development.

**Facilitator**

Brandi Witman, Shirin Gibson, Melissa Raynor

**Participants**

All classroom teachers

**Schedule**

On 10/14/2015



**G3.** By the end of the 2015-2016 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade FCAT 2.0 assessment.

**G3.B1** Inconsistency in rigorous, hands-on instruction in the area of science occurring in grades K-4.

**G3.B1.S1** Teams collaborate and develop a hands-on lab for each unit.

**PD Opportunity 1**

Provide PD with specific science strategies to use for each big idea on the road map.

**Facilitator**

Charlotte Latham, Dr. Shirin Gibson

**Participants**

All classroom teachers

**Schedule**

On 12/9/2015

**Budget**

**Budget Data**

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Rtl- Tier I Continuous PD in reading including iReady, extended thinking, close reading strategies, using text evidence, gradual release of responsibility, and high cognitive complexity questioning/tasks will be provided for the teachers during weekly PLC's or monthly PLW's. Teachers would implement the strategies provided in the PD.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0821 - B.D. Gullett Elementary School	General Fund	1.0	\$1,500.00
<i>Notes: Purchase Top Score writing material and make copies for PLWs and PD</i>						
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>Use weekly Rtl/CST Meetings and Quarterly Progress Monitoring meetings to gauge and monitor T2 and T3 students progress towards mastery.</b>				<b>\$250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0821 - B.D. Gullett Elementary School	General Fund	1.0	\$250.00
<i>Notes: Copies</i>						
<b>3</b>	<b>G1.B3.S1.A1</b>	<b>What types of data are important? How is it used effectively? Data is on-going....</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

<b>Budget Data</b>							
			0821 - B.D. Gullett Elementary School	General Fund	1.0	\$0.00	
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>Give every teacher a copy of Number Talks and provide professional development.</b>					<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0821 - B.D. Gullett Elementary School	General Fund	1.0	\$1,000.00	
<i>Notes: Number Talk books</i>							
<b>5</b>	<b>G3.B1.S1.A1</b>	<b>Provide PD with specific science strategies to use for each big idea on the road map.</b>					<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0821 - B.D. Gullett Elementary School	General Fund	1.0	\$500.00	
<i>Notes: hands-on science materials and copies</i>							
						<b>Total:</b>	<b>\$3,250.00</b>