

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** 2791 - Northwest Elementary School  
**District:** 52 - Pinellas  
**Principal:** Marie S. Brainard  
**SAC Chair:** Laura Stees  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** 09/24/2013  
**Last Modified on:** 10/28/2013

<b>Address:</b>	<u><b>Physical</b></u>	<u><b>Mailing</b></u>
	5601 22ND AVE N St Petersburg, FL 33710	5601 22ND AVE N St Petersburg, FL 33710
<b>Phone Number:</b>	727-893-2147	
<b>Web Address:</b>	<a href="http://www.northwest-es.pinellas.k12.fl.us">http://www.northwest-es.pinellas.k12.fl.us</a>	
<b>Email Address:</b>	2791.principal@pcsb.org	

<b>School Type:</b>	Elementary School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	Yes			
<b>Free/Reduced Lunch:</b>	74%			
<b>Minority:</b>	43%			
<b>School Grade History:</b>	<u><b>2012-13</b></u> B	<u><b>2011-12</b></u> A	<u><b>2010-11</b></u> A	<u><b>2009-10</b></u> A

### NOTE

Sections marked N/A in the online application have been excluded from this document.  
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
School Northwest Elementary School	
Principal's name Marie S. Brainard	
School Advisory Council chair's name Laura Stees	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Marie Brainard	Principal
Claire Townsley	Assistant Principal
Marie Brisson	MTSS Coach
Steve DiStefano	Guidance Counselor
Brian Piscalko	Social Worker
Opal Grant	Psychologist
Tiffany Bell	ESE Resource
Croley Baird	Kindergarten teacher
Margarita Abdo	Third grade teacher
<b>District-Level Information</b>	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
Laura Stees- Chairperson Marie Brainard- Principal Claire Townsley- Assistant Principal	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The Northwest Student Advisory Council's focus is to assist with the development, the implementation and the evaluation of the School Improvement Plan.	
<b>Describe the activities of the SAC for the upcoming school year</b>	
The Northwest SAC will meet in August to review and make suggestions for the implementation of the SIP. At least 4 meetings will be scheduled throughout the year to review any changes that may occur, monitor the progress of the plan and evaluate the outcomes at the end of the school year.	
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b>	
SIP funds will be allocated for Core Connections Writing training (\$1170.00) science materials for hands on experiments (\$389.45), Teaching with Poverty in Mind book for all instructional staff	

(\$1375.00), Teaching with the Common Core Connections for English Language Arts K-2 professional book for Kindergarten teachers (\$150.00).		
<b>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</b> In Compliance		
<b>If no, describe the measures being taken to comply with SAC requirements</b>		
<b>Highly Qualified Staff</b> This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
<b>Administrators</b>		
<b># Administrators</b> 2		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Administrator Information:</b>		
<b>Marie S. Brainard</b>		
Principal	Years as Administrator: 6	Years at Current School: 0
<b>Credentials</b>	B.S- EarlyChildhood Education Masters- Educational Leadership Certification- School Principal	
<b>Performance Record</b>	2012-2013: B 2011-2012: D 2010-2011: C 2009-2010: F 2008-2009: B 2007-2008: B	
<b>Claire Townsley</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 14
<b>Credentials</b>	B.S- Elementary Education Masters- Educational Leadership	
<b>Performance Record</b>	2012-2013: A 2011-2012: A	
<b>Instructional Coaches</b>		
<b># Instructional Coaches</b> 2		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		

<b>Marie Brisson</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 15
<b>Areas</b>	Rtl/MTSS	
<b>Credentials</b>	B.S- Elementary Education, Primary Education ESOL Endorsed Reading Endorsed	
<b>Performance Record</b>	2012-2013: A 2011-2012: A	
<b>Emily Ziehl</b>		
Part-time / District-based	Years as Coach:	Years at Current School:
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>		
<b>Performance Record</b>		
<b>Classroom Teachers</b>		
# of classroom teachers 50		
# receiving effective rating or higher 88, 176%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 200%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 100, 200%		
# ESOL endorsed 28, 56%		
# reading endorsed 2, 4%		
# with advanced degrees 14, 28%		
# National Board Certified 3, 6%		
# first-year teachers 0, 0%		
# with 1-5 years of experience 6, 12%		
# with 6-14 years of experience 19, 38%		
# with 15 or more years of experience 25, 50%		
<b>Education Paraprofessionals</b>		
# of paraprofessionals 0		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0		
<b>Other Instructional Personnel</b>		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0		
# receiving effective rating or higher (not entered because basis is < 10)		
<b>Teacher Recruitment and Retention Strategies</b>		

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.**

Administration will assign site based mentors and experience highly effective teachers to new teachers and teachers changing grade levels.

The Assistant principal will meet monthly with new teachers, teachers new to Northwest and mentors to review school and district policies and upcoming deadlines.

Administration will recruit through successful and effective interns, Title 1 hourly teachers, long term substitutes and from previous school experiences.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

New teachers are paired up with a trained site based mentor closest to their grade level or with similar grade level experience.

Monthly meetings are held for all new teachers, teachers to a new grade level and the assigned mentors. Monthly agendas could focus on school specific operations, district policies, curriculum and discipline topics. School based experts often attend as "guest speakers."

Mentors meet with teachers as often as necessary to assist with planning, organization, location of school based resources, questions on school and district policy as each arises.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The School Based Leadership team meets weekly to review data for tier 1, tier 2, or tier 3 depending on data (FCAT, FAIR, OPM). SIP initiatives and strategies are embedded in the weekly discussion, relevant to the academic subject. Allocation of resources are based on the needs of students, which is based on the data. Teacher supports are readily available.

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**

Marie Brainard (Principal): co-facilitator

Claire Townsley (Assistant Principal): recorder

Marie Brisson (MTSS Coach): co-facilitator, tier 2/tier3 data collection, intervention assignments for academics

Brian Piscalko (Social Worker): Attendance data, social histories

Steve DiStefano (Guidance Counselor): RTI/PSW meeting responsibilities, behavior interventions

Tiffany Bell (ESE resource teacher)

Croley Baird( Kindergarten teacher- primary teacher representative)

Margarita Abdo (Third grade teacher- intermediate teacher representative)

Opal Grant (school Psychologist): FBA, testing

Robert Dixon (Behavior Specialist): behavior interventions, FBAs, BPIPS

**Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The School Based leadership team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. Team members are assigned as co-facilitators to grade level and department Professional Learning Communities which allows for cross communication and progress monitoring of core curriculum and interventions. Cross grade level and department school Improvement teams meet monthly to progress monitor goals by reviewing data.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

Reading: FCAT, FAIR, Running records, DIBELS,  
 Writing: FCAT, PCAS Common Assessment  
 Math: FCAT, C-Palms, PCAS Common Assessment  
 Science: FCAT, PCAS Common Assessment  
 Behavior: referral data in Focus  
 Attendance: tardie/absences in Focus  
 Management systems used to access data are Educational Data System (EDS), PCSB Focus, AIMS Web, Department of Education (DOE), Progress Monitoring and Reporting Network (PMRN)  
 Management systems will include the following: EDS (Educational Data System), AIMS Web, PMRN (Progress Monitoring and Reporting Network), PCSB Focus

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Staff will be trained in August 2013. Continuous training will occur for new teachers at the monthly New Teacher meetings and as necessary at weekly Professional Learning Community meetings. Parents will receive updates at PTA/SAC meetings, PSW meetings and parent teacher conferences.

**Increased Learning Time/Extended Learning Opportunities**

*This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).*

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Before or After School Program**

**Minutes added to school year:** 2,500

**Strategy Purpose(s)**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

**Strategy Description**

Students will be invited to attend an enrichment program based on FCAT 2.0 assessment scores and school based leadership input.

Students will be invited to attend an intervention program based on SAT 10 and FCAT 2.0 assessment data, teacher observations and school based leadership team input.

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Progress monitoring data will be collected based on the enrichment activity (journaling/project rubrics/Afterschool Math Game assessments) or specific progress monitoring tools for research based interventions(SIPPs assessments, Afterschool Math Games)

**Who is responsible for monitoring implementation of this strategy?**

Instructional providers will be responsible for assessing and collecting data: Afterschool Math Game assessments, running records, SIPPS assessments

The School based leadership will be responsible to monitor data collection monthly.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Marie Brainard	Principal
Claire Townsley	Assistant Principal
Marie Brisson	MTSS Coach
Cathy Krajnick	LLI Instructor

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

The team will meet monthly (or sooner depending on the needs with CCSS).  
 The Principal and the Assistant will be co-facilitators and set the agenda based on the previous meeting's outcomes.  
 The MTSS Coach will be the recorder.  
 The LLI teacher will be the timer

**What will be the major initiatives of the LLT this year?**

Jan Richardson Guided reading, unpacking the Common Core State Standards, and collaborative planning for integration across the curriculum.

**Every Teacher Contributes to Reading Instruction**

**Describe how the school ensures every teacher contributes to the reading improvement of every student**

The importance of reading as a school wide priority will be communicated regularly through weekly school based updates, lesson plan expectations, district communications, meeting agenda contents, walkthrough feedback, school improvement meetings,  
 All instructional classroom teachers will have at least 120 minutes of reading instruction/practice daily.  
 Non instructional teachers will value this untouchable time. Specialists will incorporate literacy within their domain: Art, Music and Physical Education through read alouds and the availability of content

based literature.

Daily homework will include specified minutes of independent reading and practice of reading strategies.

Parent Involvement trainings and activities will incorporate literature or offer free take home literature to enhance their individual home libraries.

**Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

Prior to the start of the next school year, the Kindergarten team will hold annual orientation sessions for students transitioning to Kindergarten at Northwest Elementary. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials and resources will be provided to each family to use over the summer to prepare for August.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**

**How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**



**Expected Improvements**

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Area 1: Reading****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	67%	67%	No	70%
American Indian				
Asian	73%	73%	No	76%
Black/African American	57%	57%	No	61%
Hispanic	51%	51%	No	56%
White	73%	73%	No	76%
English language learners	53%	53%	No	57%
Students with disabilities	63%	63%	No	67%
Economically disadvantaged	61%	61%	No	65%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	75	25%	40%
Students scoring at or above Achievement Level 4	85	28%	35%

**Florida Alternate Assessment (FAA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students making learning gains (FCAT 2.0 and FAA)	101	33%	45%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	70%

**Comprehensive English Language Learning Assessment (CELLA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	37	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	29%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	27%	32%

<b>Postsecondary Readiness</b>				
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	46	44%	50%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4				
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	63%	53%	No	67%
American Indian				
Asian	78%	76%	No	80%
Black/African American	48%	30%	No	54%
Hispanic	58%	44%	No	62%
White	70%	60%	No	73%
English language learners	53%		No	57%
Students with disabilities	65%	24%	No	69%
Economically disadvantaged	57%	49%	No	61%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3	21	29%	35%	
Students scoring at or above Achievement Level 4	20	27%	33%	
<b>Florida Alternate Assessment (FAA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Levels 4, 5, and 6				
Students scoring at or above Level 7				
<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Learning Gains		47%	55%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		56%	66%	

<b>Middle School Acceleration</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
<b>Algebra I End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Geometry End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	26	30%	40%
Students scoring at or above Achievement Level 4	14	16%	25%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			

<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	2	100%	100%
<b>Area 6: Career and Technical Education (CTE)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
<b>Area 8: Early Warning Systems</b>			
<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	114	17%	12%
Students retained, pursuant to s. 1008.25, F.S.	10	6%	3%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	57	8%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	12%	6%
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
<b>Area 9: Parent Involvement</b>			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			
<b>Describe parental involvement targets for your school</b>			

Northwest Elementary has identified specific parental and family needs from a variety of data sources as documented in our 2013-2014 Parent Involvement Plan. We have scheduled trainings and meetings to address identified needs in all academic subject areas: reading, math, writing and science. We have also included a Common Core over view to keep parents informed of the changes occurring at this time in education.

**Specific Parental Involvement Targets**

<u>Target</u>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
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**Area 10: Additional Targets**

**Description of additional targets**

**Specific Additional Targets**

<u>Target</u>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
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**Goals Summary**

**Goal #1:**

to increase the percentage of students scoring at level 3 from 25% to 40% on the Reading FCAT 2.0 to increase the percentage of student scoring at level 4 and above from on the Reading FCAT 2.0

**Goal #2:**

To increase students making learning gains from 33% to 50% on the Reading FCAT 2.0 Increase students in the lowest 25% making learning gains from 64% to 70% on the Reading FCAT.20

**Goal #3:**

to increase the percentage of students in our sub groups; Black students from 28% to %35 Hispanic from 42% to 50% White from 58% to 65% on the Reading FCAT 2.0

**Goal #4:**

increase the percentage of students scoring in level 3 from 29% to 35% on the Math FCAT 2.0 increase the percentage of students scoring at level 4 and above from 27% to 33% on the Math FCAT 2.0

**Goal #5:**

to increase the percentage of students making learning gains from 47% to 53% on the Math FCAT 2.0 to increase the percentage of the lowest 25% students making learning gains from 56% to 62% on the Math FCAT 2.0

**Goal #6:**

to increase the percentage of students in our sub groups: Black: from 30% to 40% Hispanic: from 43% to 53% White: from 60% to 68% on the Math FCAT 2.0

**Goal #7:**

to increase the percentage of students scoring level 3 from 30% to 40% on the Science FCAT 2.0 to increase the percentage of students scoring level 4 or above from 16% to 25% on the Science FCAT 2.0

**Goal #8:**

to increase the percentage of students scoring at a level 3.5 or higher on the Writing FCAT 2.0 from 44% to 54%

**Goals Detail**

**Goal #1:** to increase the percentage of students scoring at level 3 from 25% to 40% on the Reading FCAT 2.0 to increase the percentage of student scoring at level 4 and above from on the Reading FCAT 2.0

- Targets Supported**
- Reading
  - Reading - AMO's
  - Reading - FCAT2.0
  - Reading - Learning Gains
  - Reading - CELLA

- Resources Available to Support the Goal**
- Jan Richardson guided reading
  - Common Core State Standards resources
  - Leveled Literacy Intervention
  - Researched based intervention programs
  - Site based training for increasing rigor

**Targeted Barriers to Achieving the Goal** • Lack of instructional rigor

**Plan to Monitor Progress Toward the Goal**

**Action:**

FAIR, various grade level assessments from Journey's, Teacher's College Running Records and FCAT 2.0

**Person or Persons Responsible:**

Principal, Assistant Principal, and MTSS Coach

**Target Dates or Schedule:**

monthly during PLCs and School Based Leadership Core review of data

**Evidence of Completion:**

Assessment data as reflected in SBLT and PLC minutes

**Goal #2:** To increase students making learning gains from 33% to 50% on the Reading FCAT 2.0 Increase students in the lowest 25% making learning gains from 64% to 70% on the Reading FCAT.20

**Targets Supported** • Reading - Learning Gains

**Resources Available to Support the Goal**

- Jan Richardson Guided Reading
- Leveled Literacy Instruction
- Journeys Intervention Materials
- Interventionists
- SIPPs guided reading intervention

**Targeted Barriers to Achieving the Goal** • Lack of differentiation of instruction

**Plan to Monitor Progress Toward the Goal**

**Action:**

Running Record data, OPM assessments, Fair and FCAT2.0

**Person or Persons Responsible:**

School Based Leadership Team and grade level PLCs

**Target Dates or Schedule:**

Monthly SBLT meetings and PLCs

**Evidence of Completion:**

OPM data results and assessment results

**Goal #3:** to increase the percentage of students in our sub groups; Black students from 28% to %35 Hispanic from 42% to 50% White from 58% to 65% on the Reading FCAT 2.0

- Targets Supported**
- Reading
    - Reading - AMO's
    - Reading - FCAT2.0
    - Reading - FAA
    - Reading - Learning Gains
    - Reading - CELLA
    - Reading - Postsecondary Readiness

- Resources Available to Support the Goal**
- Jan Richardson Guided Reading, CCSS

- Targeted Barriers to Achieving the Goal**
- Teacher student ratio
  - Lack of understanding of how students in poverty learn

**Plan to Monitor Progress Toward the Goal**

**Action:**  
monitoring OPM tier 2 and tier 3 data

**Person or Persons Responsible:**  
School Bases Leadership Team

**Target Dates or Schedule:**  
Monthly

**Evidence of Completion:**  
Benchmark Running records and AIMS web will show a positive response to intervention.

**Goal #4:**            **increase the percentage of students scoring in level 3 from 29% to 35% on the Math FCAT 2.0 increase the percentage of students scoring at level 4 and above from 27% to 33% on the Math FCAT 2.0**

- Targets Supported**
- Math
    - Math - Elementary and Middle School
    - Math - Elementary and Middle AMO's
    - Math - Elementary and Middle FCAT 2.0

- Resources Available to Support the Goal**
- District training, Common Core Standards resources, Extended learning enrichment

- Targeted Barriers to Achieving the Goal**
- Lack of differentiation of instruction
  - Lack of expertise with Common Core Standards



**Plan to Monitor Progress Toward the Goal**

**Action:**

Various grade level assessments and District assessments

**Person or Persons Responsible:**

Principal, Assistant Principal and MTSS Coach

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Data analysis

**Goal #5:** to increase the percentage of students making learning gains from 47% to 53% on the Math FCAT 2.0 to increase the percentage of the lowest 25% students making learning gains from 56% to 62% on the Math FCAT 2.0

**Targets Supported**

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

**Resources Available to Support the Goal**

- Go Math, Every Day Counts calendar math, Intervention teacher, intervention programs, various District resources

**Targeted Barriers to Achieving the Goal**

- student engagement level
- Lack of differentiation

**Plan to Monitor Progress Toward the Goal**

**Action:**

OPM data and assessments

**Person or Persons Responsible:**

School Based Leadership Team

**Target Dates or Schedule:**

Monthly SBLT team meetings

**Evidence of Completion:**

OPM data results and assessment results

**Goal #6:** to increase the percentage of students in our sub groups: Black: from 30% to 40% Hispanic: from 43% to 53% White: from 60% to 68% on the Math FCAT 2.0

- Targets Supported**
- Math
    - Math - Elementary and Middle School
    - Math - Elementary and Middle AMO's
    - Math - Elementary and Middle FCAT 2.0
    - Math - Elementary and Middle Learning Gains

- Resources Available to Support the Goal**
- Go Math, District COmmon Core Math materials, Every Day Counts Calendar, Interventionist, research bsd intervention programs

- Targeted Barriers to Achieving the Goal**
- levels of student engagement
  - lack of understanding of how students in poverty learn

**Plan to Monitor Progress Toward the Goal**

**Action:**  
 monitoring walkthrough data and positive to negative interactions, and IPI district data

**Person or Persons Responsible:**  
 School Based Leadership Team

**Target Dates or Schedule:**  
 Once a month at School Based Leadership

**Evidence of Completion:**  
 Increased levels of engagement, positive OPM data trends and a decrease in referral data due to an increased positive to neagtive interaction increase of 5:1

**Goal #7:**                    **to increase the percentage of students scoring level 3 from 30% to 40% on the Science FCAT 2.0 to increase the percentage of students scoring level 4 or above from 16% to 25% on the Science FCAT 2.0**

- Targets Supported**
- Science
    - Science - Elementary School
    - STEM
    - STEM - All Levels

- Resources Available to Support the Goal**
- District Science materials and resources, Mad Science,

- Targeted Barriers to Achieving the Goal**
- lack of hands on experimentation
  - lack of rigor

**Plan to Monitor Progress Toward the Goal**

**Action:**

number of participants in the District Science fair

**Person or Persons Responsible:**

Principal, Assistant Principal and District Supervisor

**Target Dates or Schedule:**

District Science Fair participation, FCAT 2.0 results

**Evidence of Completion:**

District Science Fair participants, FCAT 2.0 results and District Common Core assessment results

**Goal #8:** to increase the percentage of students scoring at a level 3.5 or higher on the Writing FCAT 2.0 from 44% to 54%

**Targets Supported** • Writing

**Resources Available to Support the Goal** • District Common Core resources, District training,

**Targeted Barriers to Achieving the Goal** • lack of understanding of the pathway from current standards to Common Core standards

**Plan to Monitor Progress Toward the Goal**

**Action:**

observation and walkthrough data, OPM and assessment data

**Person or Persons Responsible:**

School Based Leadership Team

**Target Dates or Schedule:**

After training has occurred on a monthly basis

**Evidence of Completion:**

Assessment data and OPM data

**Action Plan for Improvement**

<b>Goal #1:</b>	to increase the percentage of students scoring at level 3 from 25% to 40% on the Reading FCAT 2.0 to increase the percentage of student scoring at level 4 and above from on the Reading FCAT 2.0
<b>Barrier #1:</b>	Lack of instructional rigor
<b>Strategy #1 to Overcome the Barrier</b>	Provide training on increasing the instructional rigor

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

Site based training in curriculum meetings and Professional Learning Communities and district training opportunities.

**Person or Persons Responsible:**

All instructional staff

**Target Dates or Schedule:**

Professional Learning Communities, District training and site based curriculum meetings

**Evidence of Completion:**

Lesson plans, walk throughs, teacher observations, fidelity checks

**Facilitator:**

Marie Brisson Claire Townsley

**Participants:**

All instructional staff

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

Teacher instruction and lesson delivery will be monitored with walkthrough forms and fidelity check rubrics

**Person or Persons Responsible:**

Principal, Assistant Principal, MTSS Coach, Literacy Coach

**Target Dates or Schedule:**

Walkthroughs, formal observations

**Evidence of Completion**

Progress monitoring data, walkthrough and observational feedback

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

OPM Data specifically related to the instructional practice, program or curriculum (Journey's) including Teacher College Running Records.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

OPM and grade level assessments will show a positive trend.

<b>Goal #1:</b>	to increase the percentage of students scoring at level 3 from 25% to 40% on the Reading FCAT 2.0 to increase the percentage of student scoring at level 4 and above from on the Reading FCAT 2.0
<b>Barrier #1:</b>	Lack of instructional rigor
<b>Strategy #2 to Overcome the Barrier</b>	Provide time for grade levels to develop a deeper understanding of the Common Core Standards

**Step #1 to Implement Strategy #2**

**Action:**

Master Schedule provides for 50 minutes of common collaborative planning daily

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

During curriculum meetings and PLCs

**Evidence of Completion:**

Instructional and delivery practices are focused and differentiated to meet the needs of all students

**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1**

**Action:**

Focused discussion of the Reading common core standards

**Person or Persons Responsible:**

Principal, Assistant Principal and MTSS Coach

**Target Dates or Schedule:**

PLCs and curriculum meetings

**Evidence of Completion**

Meeting attendance and lesson plans

**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1**

**Action:**

Observations through walkthroughs and formal observations of instructional delivery of reading content discussed during PLCs and curriculum meetings.

**Person or Persons Responsible:**

Principal, Assistant Principal, MTSS Coach

**Target Date or Schedule:**

During PLCs and curriculum meetings

**Evidence of Completion:**

Walkthrough data, formal observation data. and student assessment data.

<b>Goal #2:</b>	To increase students making learning gains from 33% to 50% on the Reading FCAT 2.0 Increase students in the lowest 25% making learning gains from 64% to 70% on the Reading FCAT.20
<b>Barrier #1:</b>	Lack of differentiation of instruction
<b>Strategy #1 to Overcome the Barrier</b>	Provide training on Jan Richardson Guided reading

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

Instructional staff will be attending Jan Richardson trainings throughout the year.

**Person or Persons Responsible:**

District Literacy coach and MTSS Coach

**Target Dates or Schedule:**

Professional Education days, PLCs and District training times

**Evidence of Completion:**

Attendance sheets, LMS transcripts and professional Ed reports.

**Facilitator:**

**Participants:**

District Literacy coach and MTSS Coach

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2**

**Action:**

Monitor lesson plans for evidence of Jan Richardson lesson plans.

**Person or Persons Responsible:**

Principal, Assistant Principal, MTSS Coach, Literacy Coach and Pro Ed Facilitator

**Target Dates or Schedule:**

Monthly, IPDP reviews, post conferences

**Evidence of Completion**

Lesson plan rubric checks, Professional Ed reports, PLC minutes, Literacy Coach logs

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2**

**Action:**

Implementation of Jan Richardson Guided reading in classroom instruction

**Person or Persons Responsible:**

Principal, Assistant Principal, Literacy Coach, MTSS Coach, Classroom teachers

**Target Dates or Schedule:**

monthly PLCs, lesson plan checks, walkthroughs, observations

**Evidence of Completion:**

OPM assessments, FAIR, Teacher's College Running Records, FCAT 2.0 will show a positive trend

**Goal #3:** to increase the percentage of students in our sub groups; Black students from 28% to %35 Hispanic from 42% to 50% White from 58% to 65% on the Reading FCAT 2.0

**Barrier #1:** Teacher student ratio

**Strategy #1 to Overcome the Barrier** Reduce teacher student ratio during reading intervention time

**Step #1 to Implement Strategy #1 - Budget Item**

**Action:**

Maintain ratios of 1:3

**Person or Persons Responsible:**

LLI interventionists

**Target Dates or Schedule:**

Daily: 5x week

**Evidence of Completion:**

LLI attendance sheets, SBLT team minutes reflecting tier 2 and tier 3 interventions

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3**

**Action:**

Observations through fidelity checklists

**Person or Persons Responsible:**

MTSS Coach, School Psychologist

**Target Dates or Schedule:**

Every 6-8 weeks

**Evidence of Completion**

Monthly SBLT minutes

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3**

**Action:**

Monitor OPM data, PSWs, AIMS web data

**Person or Persons Responsible:**

School Based Leadership Team

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

SBLT minutes

**Goal #3:** to increase the percentage of students in our sub groups; Black students from 28% to %35 Hispanic from 42% to 50% White from 58% to 65% on the Reading FCAT 2.0

**Barrier #2:** Lack of understanding of how students in poverty learn

**Strategy #1 to Overcome the Barrier** Implement a book study to increase knowledge of how students in poverty learn.

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**  
conduct a book study (Teaching with Poverty in Mind) to increase awareness

**Person or Persons Responsible:**  
Principal and Assistant Principal

**Target Dates or Schedule:**  
Professional learning Communities and or curriculum meetings

**Evidence of Completion:**  
Attendance at trainings

**Facilitator:**  
Marie Brainard Claire Townsley

**Participants:**  
Principal and Assistant Principal

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3**

**Action:**  
increased levels of understanding of student learning while living in poverty

**Person or Persons Responsible:**  
Principal, Assistant Principal, and MTSS Coach

**Target Dates or Schedule:**  
Monthly at PLCs or curriculum meetings

**Evidence of Completion**  
Attendance and level of participation

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3**

**Action:**  
Walkthrough data, observations, referral data, increased teacher student relationships

**Person or Persons Responsible:**  
School based leadership Team

**Target Dates or Schedule:**  
Monthly

**Evidence of Completion:**  
Decrease in referral data and an increased positive trend in levels of engagement



**Goal #4:** increase the percentage of students scoring in level 3 from 29% to 35% on the Math FCAT 2.0 increase the percentage of students scoring at level 4 and above from 27% to 33% on the Math FCAT 2.0

**Barrier #1:** Lack of differentiation of instruction

**Strategy #1 to Overcome the Barrier** Provide training on increasing the instructional rigor

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**  
Provide content training during curriculum meetings, PLCs and District trainings

**Person or Persons Responsible:**  
All instructional staff

**Target Dates or Schedule:**  
PLCs, District trainings and site based curriculum trainings

**Evidence of Completion:**  
Attendance, Walkthroughs, observations, OPM data and lesson plans

**Facilitator:**  
Claire Townsley

**Participants:**  
All instructional staff

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4**

**Action:**  
Teacher and instructional delivery

**Person or Persons Responsible:**  
Principal and Assistant Principal

**Target Dates or Schedule:**  
Walkthroughs and formal observations

**Evidence of Completion**  
Progress monitoring data, Walkthrough and observational feedback

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4**

**Action:**  
Analyze progress monitoring data, grade level assessments and walkthrough notes

**Person or Persons Responsible:**  
School Based Leadership Team

**Target Dates or Schedule:**  
Monthly SBLT meetings

**Evidence of Completion:**  
OPM and grade level assessments will show a positive trend

<b>Goal #4:</b>	increase the percentage of students scoring in level 3 from 29% to 35% on the Math FCAT 2.0 increase the percentage of students scoring at level 4 and above from 27% to 33% on the Math FCAT 2.0
<b>Barrier #2:</b>	Lack of expertise with Common Core Standards
<b>Strategy #1 to Overcome the Barrier</b>	Provide collaborative common planning time to build proficiency with Common Core Standards

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

Grade level PLCs will conduct book studies, collaboratively plan and attend curriculum trainings

**Person or Persons Responsible:**

All instructional staff

**Target Dates or Schedule:**

Curriculum meetings, PLCs, collaborative planning, book studies,

**Evidence of Completion:**

PLC minutes, sign in sheets, and lesson plans

**Facilitator:**

**Participants:**

All instructional staff

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4**

**Action:**

Attend PLCs and review lesson plans

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

weekly

**Evidence of Completion**

PLC minutes and lesson plan

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4**

**Action:**

Attendance and participation at PLCs and common planning timePLC

**Person or Persons Responsible:**

Principal, Assistant Principal and classroom teachers

**Target Dates or Schedule:**

weekly during PLCs and common planning time

**Evidence of Completion:**

meeting minutes and lesson plans

<b>Goal #5:</b>	to increase the percentage of students making learning gains from 47% to 53% on the Math FCAT 2.0 to increase the percentage of the lowest 25% students making learning gains from 56% to 62% on the Math FCAT 2.0
<b>Barrier #1:</b>	student engagement level
<b>Strategy #1 to Overcome the Barrier</b>	Provide researched based math game intervention program

**Step #1 to Implement Strategy #1 - Budget Item**

**Action:**

Implement Afterschool Math Games and Stories program

**Person or Persons Responsible:**

Math intervention teachers and ELP tutors

**Target Dates or Schedule:**

During 30 minute daily intervention time and after school tutoring sessions 2x per week

**Evidence of Completion:**

Intervention and ELP attendance sheets

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5**

**Action:**

Observe teacher and student interactions for increased engagement levels

**Person or Persons Responsible:**

Principal and the Assistant Principal, MTSS Coach

**Target Dates or Schedule:**

Walkthroughs, ELP sessions

**Evidence of Completion**

IPI data collection, ELP data

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5**

**Action:**

OPM data, teacher observation data and walkthrough data

**Person or Persons Responsible:**

School Based Leadership Team

**Target Dates or Schedule:**

Monthly SBLT team meetings

**Evidence of Completion:**

OPM data and assessment results

<b>Goal #5:</b>	to increase the percentage of students making learning gains from 47% to 53% on the Math FCAT 2.0 to increase the percentage of the lowest 25% students making learning gains from 56% to 62% on the Math FCAT 2.0
<b>Barrier #2:</b>	Lack of differentiation
<b>Strategy #1 to Overcome the Barrier</b>	Provide a math interventionist to lower TPR

**Step #1 to Implement Strategy #1 - Budget Item**

**Action:**  
The math intervention teacher will provide small group intensive math instruction for the core instruction.

**Person or Persons Responsible:**  
Math Intervention teacher

**Target Dates or Schedule:**  
Daily instruction

**Evidence of Completion:**  
Budget item

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #5**

**Action:**  
Teacher attendance checks through walkthroughs.

**Person or Persons Responsible:**  
Principal, Assistant Principal, MTSS Coach

**Target Dates or Schedule:**  
Daily

**Evidence of Completion**  
Lesson plans and walkthrough data

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #5**

**Action:**  
OPM data of specific identified students attending intervention class

**Person or Persons Responsible:**  
Principal and Assistant Principal

**Target Dates or Schedule:**  
monthly at SBLT

**Evidence of Completion:**  
Positive trends on OPM data analysis

<b>Goal #6:</b>	to increase the percentage of students in our sub groups: Black: from 30% to 40% Hispanic: from 43% to 53% White: from 60% to 68% on the Math FCAT 2.0
<b>Barrier #1:</b>	levels of student engagement
<b>Strategy #1 to Overcome the Barrier</b>	Monitoring levels of student engagement

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

checks for understanding, teacher withitness, IPI data collection

**Person or Persons Responsible:**

Classroom teachers, Principal, Assitant Principal and District personell

**Target Dates or Schedule:**

on going walkthroughs and observations and IPI checks 2x yearly

**Evidence of Completion:**

data collection and observation

**Facilitator:**

Claire Townsley Marie Brainard

**Participants:**

Classroom teachers, Principal, Assitant Principal and District personell

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6**

**Action:**

Walkthrough data and IPI data collection

**Person or Persons Responsible:**

School Based Leadership team

**Target Dates or Schedule:**

Once a month

**Evidence of Completion**

Analysis of data reflects a positive trend

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6**

**Action:**

Walkthrough data, observation data, IPI data and referral data

**Person or Persons Responsible:**

School Based Leadership team

**Target Dates or Schedule:**

Once a month

**Evidence of Completion:**

Increase of time on task, positive trends on OPM data and a decrease in referral rates

<b>Goal #6:</b>	to increase the percentage of students in our sub groups: Black: from 30% to 40% Hispanic: from 43% to 53% White: from 60% to 68% on the Math FCAT 2.0
<b>Barrier #2:</b>	lack of understanding of how students in poverty learn
<b>Strategy #1 to Overcome the Barrier</b>	Implement a book study to increase knowledge of how students in poverty learn.

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

conduct a book study (Teaching with Poverty in Mind) to increase awareness.

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Professional Learning Communities and or curriculum meetings

**Evidence of Completion:**

Attendance at trainings

**Facilitator:**

Marie Brainard Claire Townsley

**Participants:**

Principal and Assistant Principal

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #6**

**Action:**

Increased levels of understanding of student learning while livign in poverty

**Person or Persons Responsible:**

Principal, Assistant Principal and MTSS Coach

**Target Dates or Schedule:**

Monthly at PLCs and or curriculum meetings

**Evidence of Completion**

Attendance and level of participation

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #6**

**Action:**

Walkthrough data, observations, referral data, increased teacher student relationships

**Person or Persons Responsible:**

School Based Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Decrease in referral data and an increased positive trend in levels of engagement.

<b>Goal #7:</b>	to increase the percentage of students scoring level 3 from 30% to 40% on the Science FCAT 2.0 to increase the percentage of students scoring level 4 or above from 16% to 25% on the Science FCAT 2.0
<b>Barrier #2:</b>	lack of hands on experimentation
<b>Strategy #1 to Overcome the Barrier</b>	Provide training, time and resources for hands on student experimentation

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

provide training and resources for hands on experiments

**Person or Persons Responsible:**

Principal, Assistant Principal and District Science Supervisor

**Target Dates or Schedule:**

PLCs and or curriculum meetings

**Evidence of Completion:**

lesson plans, grade level assessments and OPM data

**Facilitator:**

Claire Townsley Marei Brainard Julie Poth

**Participants:**

Principal, Assistant Principal and District Science Supervisor

**Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

schedule training for PLCs and curriculum meetings, prioritize master schedule time for science instruction, provide necessary resources for student experimentation

**Person or Persons Responsible:**

Principal, Assistant Principal and District Science Supervisor

**Target Dates or Schedule:**

PLCs and or curriculum meetings

**Evidence of Completion:**

walkthroughs, observations, lesson plans, OPM data and student journal entries.

**Facilitator:**

Claire Townsley Marie Brainard Julie Poth

**Participants:**

Principal, Assistant Principal and District Science Supervisor

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #7**

**Action:**

attend and or provide training at PLCs and curriculum meetings, observations through walkthroughs

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

walkthroughs and formal observations

**Evidence of Completion**

Walkthrough observations, student journal entries, OPM data and student assessment data.

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #7**

**Action:**  
data analysis of OPM data and student assessment data

**Person or Persons Responsible:**  
School Based Leadership Team

**Target Dates or Schedule:**  
Once monthly at a SBLT meeting

**Evidence of Completion:**  
Positive trends of OPM data and student assessment data

**Goal #7:** to increase the percentage of students scoring level 3 from 30% to 40% on the Science FCAT 2.0 to increase the percentage of students scoring level 4 or above from 16% to 25% on the Science FCAT 2.0

**Barrier #3:** lack of rigor

**Strategy #1 to Overcome the Barrier** Provide training on what rigor looks like in a science workshop

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**  
specific training on raising the rigor for science instruction incorporating STEM

**Person or Persons Responsible:**  
Principal, Assistant Principal, District Science Supervisor

**Target Dates or Schedule:**  
PLCs or curriculum meetings

**Evidence of Completion:**  
lesson plans, walkthroughs, formal observations

**Facilitator:**  
Claire Townsley marie Brainard Julie Poth

**Participants:**  
Principal, Assistant Principal, District Science Supervisor

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #7**

**Action:**  
observations of instructional delivery during science workshop

**Person or Persons Responsible:**  
Principal and Assistant Principal

**Target Dates or Schedule:**  
walkthroughs and observations

**Evidence of Completion**  
observations, OPM data, District Common Core Assessments



**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #7**

**Action:**

Walkthrough data, OPM data, District assessment data

**Person or Persons Responsible:**

School Based Leadership team

**Target Dates or Schedule:**

Once monthly at SBLT meetings

**Evidence of Completion:**

lesson plans, assessment data, OPM data, walkthroughs and observations

<b>Goal #8:</b>	to increase the percentage of students scoring at a level 3.5 or higher on the Writing FCAT 2.0 from 44% to 54%
<b>Barrier #1:</b>	lack of understanding of the pathway from current standards to Common Core standards
<b>Strategy #1 to Overcome the Barrier</b>	Provide training to assist teachers with instruction to meet the needs of the current standards while transitioning to Common Core Literacy Standards

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

teachers will gain knowledge on how to meet the needs of the current state assessment while instructing students with Common Core Literacy Standards

**Person or Persons Responsible:**

Common Core Connections Writing trainer

**Target Dates or Schedule:**

3 times annual

**Evidence of Completion:**

Attendance at training, walkthroughs, observations, Writing FCAT 2.0 results and OPM data

**Facilitator:**

Claire Townsley Marie Brisson District trainer

**Participants:**

Common Core Connections Writing trainer

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #8**

**Action:**

attend trainings with teachers, observe implementation of strategies in classrooms and development of lesson plans

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Walkthroughs, formal observations

**Evidence of Completion**

lesson plans, walkthroughs and formal observations

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #8**

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**Action:**

attend trainings, observations of strategies being used in classrooms, and lesson plan development

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Walkthroughs and observations

**Evidence of Completion:**

Walkthroughs, formal observations, and lesson plans

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

### Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools. Northwest Elementary ensures that funds are directly realted to student achievement by utilizing a variety of data sources.

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### Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

### Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Northwest Elementary has several prescriptive professional development trainings planned which align to our school wide initiatives. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

### Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. Northwest Elementary has several on site staff members that assist with translation for parent concerns and for parent training sessions. Also we utilize the district for written translations from English to Spanish for letters going home.

### Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Northwest Elementary offered the Summer Bridge program on site for the 2013 summer session.

### Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

### Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy. Northwest Elementary provides multiple sessions for incoming Pre K and Kindergarten students. Title 1 funds materials and resources for parents to use to prepare their child for school in August: magnetic letters, early literacy reading materials and white boards.

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**Goal #1:** to increase the percentage of students scoring at level 3 from 25% to 40% on the Reading FCAT 2.0 to increase the percentage of student scoring at level 4 and above from on the Reading FCAT 2.0

**Barrier #1:** Lack of instructional rigor

**Strategy #1:** Provide training on increasing the instructional rigor

**Action Step #1:** Site based training in curriculum meetings and Professional Learning Communities and district training opportunities.

**Facilitator leader**

Marie Brisson Claire Townsley

**Participants**

All instructional staff

**Target dates or schedule**

Professional Learning Communities, District training and site based curriculum meetings

**Evidence of Completion and Person Responsible for Monitoring**

Lesson plans, walk throughs, teacher observations, fidelity checks  
(Person Responsible: All instructional staff)

**Goal #2:** To increase students making learning gains from 33% to 50% on the Reading FCAT 2.0 Increase students in the lowest 25% making learning gains from 64% to 70% on the Reading FCAT.20

**Barrier #1:** Lack of differentiation of instruction

**Strategy #1:** Provide training on Jan Richardson Guided reading

**Action Step #1:** Instructional staff will be attending Jan Richardson trainings throughout the year.

**Facilitator leader**

**Participants**

District Literacy coach and MTSS Coach

**Target dates or schedule**

Professional Education days, PLCs and District training times

**Evidence of Completion and Person Responsible for Monitoring**

Attendance sheets, LMS transcripts and professional Ed reports.  
(Person Responsible: District Literacy coach and MTSS Coach)

**Goal #3:** to increase the percentage of students in our sub groups; Black students from 28% to %35 Hispanic from 42% to 50% White from 58% to 65% on the Reading FCAT 2.0

**Barrier #2:** Lack of understanding of how students in poverty learn

**Strategy #1:** Implement a book study to increase knowledge of how students in poverty learn.

**Action Step #1:** conduct a book study (Teaching with Poverty in Mind) to increase awareness

**Facilitator leader**

Marie Brainard Claire Townsley

**Participants**

Principal and Assistant Principal

**Target dates or schedule**

Professional learning Communities and or curriculum meetings

**Evidence of Completion and Person Responsible for Monitoring**

Attendance at trainings

(Person Responsible: Principal and Assistant Principal)

**Goal #4:** increase the percentage of students scoring in level 3 from 29% to 35% on the Math FCAT 2.0 increase the percentage of students scoring at level 4 and above from 27% to 33% on the Math FCAT 2.0

**Barrier #1:** Lack of differentiation of instruction

**Strategy #1:** Provide training on increasing the intruactional rigor

**Action Step #1:** Provide content training during curriculum meetings, PLCs and District trainings

**Facilitator leader**

Claire Townsley

**Participants**

All instructional staff

**Target dates or schedule**

PLCs, District trainings and site based curriculum trainings

**Evidence of Completion and Person Responsible for Monitoring**

Attendance, Walkthroughs, observations, OPM data and lesson plans

(Person Responsible: All instructional staff)

**Barrier #2:** Lack of expertise with Common Core Standards

**Strategy #1:** Provide collaborative common planning time to build proficiency with Common Core Standards

**Action Step #1:** Grade level PLCs will conduct book studies, collabioratively plan and attend curriculum trainings

**Facilitator leader**

**Participants**

All instructional staff

**Target dates or schedule**

Curriculum meetings, PLCs, collaborative planning, book studies,

**Evidence of Completion and Person Responsible for Monitoring**

PLC minutes, sign in sheets, and lesson plans

(Person Responsible: All instructional staff)

**Goal #6:** to increase the percentage of students in our sub groups: Black: from 30% to 40% Hispanic: from 43% to 53% White: from 60% to 68% on the Math FCAT 2.0

**Barrier #1:** levels of student engagement

**Strategy #1:** Monitoring levels of student engagement

**Action Step #1:** checks for understanding, teacher withitness, IPI data collection

**Facilitator leader**

Claire Townsley Marie Brainard

**Participants**

Classroom teachers, Principal, Assitant Principal and District personell

**Target dates or schedule**

on going walkthroughs and observations and IPI checks 2x yearly

**Evidence of Completion and Person Responsible for Monitoring**

data collection and observation

(Person Responsible: Classroom teachers, Principal, Assitant Principal and District personell)

**Barrier #2:** lack of understanding of how students in poverty learn

**Strategy #1:** Implement a book study to increase knowledge of how students in poverty learn.

**Action Step #1:** conduct a book study (Teaching with Poverty in Mind) to increase awareness.

**Facilitator leader**

Marie Brainard Claire Townsley

**Participants**

Principal and Assistant Principal

**Target dates or schedule**

Professional Learning Communities and or curriculum meetings

**Evidence of Completion and Person Responsible for Monitoring**

Attendance at trainings

(Person Responsible: Principal and Assistant Principal)

**Goal #7:** to increase the percentage of students scoring level 3 from 30% to 40% on the Science FCAT 2.0 to increase the percentage of students scoring level 4 or above from 16% to 25% on the Science FCAT 2.0

**Barrier #2:** lack of hands on experimentation

**Strategy #1:** Provide training, time and resources for hands on student experimentation

**Action Step #1:** provide training and resources for hands on experiments

**Facilitator leader**

Claire Townsley Marei Brainard Julie Poth

**Participants**

Principal, Assistant Principal and District Science Supervisor

**Target dates or schedule**

PLCs and or curriculum meetings

**Evidence of Completion and Person Responsible for Monitoring**

lesson plans, grade level assessments and OPM data

(Person Responsible: Principal, Assistant Principal and District Science Supervisor)

**Action Step #2:** schedule training for PLCs and curriculum meetings, prioritize master schedule time for science instruction, provide necessary resources for student experimentation

**Facilitator leader**

Claire Townsley Marie Brainard Julie Poth

**Participants**

Principal, Assistant Principal and District Science Supervisor

**Target dates or schedule**

PLCs and or curriculum meetings

**Evidence of Completion and Person Responsible for Monitoring**

walkthroughs, observations, lesson plans, OPM data and student journal entries.  
(Person Responsible: Principal, Assistant Principal and District Science Supervisor)

**Barrier #3:** lack of rigor

**Strategy #1:** Provide training on what rigor looks like in a science workshop

**Action Step #1:** specific training on raising the rigor for science instruction incorporating STEM

**Facilitator leader**

Claire Townsley marie Brainard Julie Poth

**Participants**

Principal, Assistant Principal, District Science Supervisor

**Target dates or schedule**

PLCs or curriculum meetings

**Evidence of Completion and Person Responsible for Monitoring**

lesson plans, walkthroughs, formal observations  
(Person Responsible: Principal, Assistant Principal, District Science Supervisor)

**Goal #8:** to increase the percentage of students scoring at a level 3.5 or higher on the Writing FCAT 2.0 from 44% to 54%

**Barrier #1:** lack of understanding of the pathway from current standards to Common Core standards

**Strategy #1:** Provide training to assist teachers with instruction to meet the needs of the current standards while transitioning to Common Core Literacy Standards

**Action Step #1:** teachers will gain knowledge on how to meet the needs of the current state assessment while instructing students with Common Core Literacy Standards

**Facilitator leader**

Claire Townsley Marie Brisson District trainer

**Participants**

Common Core Connections Writing trainer

**Target dates or schedule**

3 times annual

**Evidence of Completion and Person Responsible for Monitoring**

Attendance at training, walkthroughs, observations, Writing FCAT 2.0 results and OPM data  
(Person Responsible: Common Core Connections Writing trainer)



**Appendix 2: Budget to Support School Improvement Goals****Budget Summary by Goal**

Goal	Description	Total
Goal #2	To increase students making learning gains from 33% to 50% on the Reading FCAT 2.0 Increase students in the lowest 25% making learning gains from 64% to 70% on the Reading FCAT.20	\$2,000
Goal #3	to increase the percentage of students in our sub groups; Black students from 28% to %35 Hispanic from 42% to 50% White from 58% to 65% on the Reading FCAT 2.0	\$73,942
Goal #4	increase the percentage of students scoring in level 3 from 29% to 35% on the Math FCAT 2.0 increase the percentage of students scoring at level 4 and above from 27% to 33% on the Math FCAT 2.0	\$150
Goal #5	to increase the percentage of students making learning gains from 47% to 53% on the Math FCAT 2.0 to increase the percentage of the lowest 25% students making learning gains from 56% to 62% on the Math FCAT 2.0	\$76,417
Goal #7	to increase the percentage of students scoring level 3 from 30% to 40% on the Science FCAT 2.0 to increase the percentage of students scoring level 4 or above from 16% to 25% on the Science FCAT 2.0	\$389
Goal #8	to increase the percentage of students scoring at a level 3.5 or higher on the Writing FCAT 2.0 from 44% to 54%	\$1,170
	Total	\$155,068

**Budget Summary by Resource Type and Funding Source**

Resource Type	Evidence-Based Program	Other	Personnel	Professional Development	Total
	\$0	\$0	\$0	\$0	\$0
Title 1 Part A	\$0	\$2,000	\$148,984	\$1,000	\$151,984
School Improvement	\$0	\$389	\$0	\$2,545	\$2,934
Title 1	\$0	\$150	\$0	\$0	\$150
District	\$0	\$0	\$0	\$0	\$0
Title 1 part A	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$2,539	\$148,984	\$3,545	\$155,068

**Budget Detail**

**Goal #1:** to increase the percentage of students scoring at level 3 from 25% to 40% on the Reading FCAT 2.0 to increase the percentage of student scoring at level 4 and above from on the Reading FCAT 2.0

**Barrier #1:** Lack of instructional rigor

**Strategy #1:** Provide training on increasing the instructional rigor

**Action Step #1:** Site based training in curriculum meetings and Professional Learning Communities and district training opportunities.

**Resource Type** Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Goal #2:** To increase students making learning gains from 33% to 50% on the Reading FCAT 2.0 Increase students in the lowest 25% making learning gains from 64% to 70% on the Reading FCAT.20

**Barrier #1:** Lack of differentiation of instruction

**Strategy #1:** Provide training on Jan Richardson Guided reading

**Action Step #1:** Instructional staff will be attending Jan Richardson trainings throughout the year.

**Resource Type** Other

**Resource** Materials to implement Jan Richardson Guided reading routines

**Funding Source** Title 1 Part A

**Amount Needed** \$2,000

**Goal #3:** to increase the percentage of students in our sub groups; Black students from 28% to %35 Hispanic from 42% to 50% White from 58% to 65% on the Reading FCAT 2.0

**Barrier #1:** Teacher student ratio

**Strategy #1:** Reduce teacher student ratio during reading intervention time

**Action Step #1:** Maintain ratios of 1:3

**Resource Type** Personnel

**Resource** Reading intervention teachers

**Funding Source** Title 1 Part A

**Amount Needed** \$72,567

**Barrier #2:** Lack of understanding of how students in poverty learn

**Strategy #1:** Implement a book study to increase knowledge of how students in poverty learn.

**Action Step #1:** conduct a book study (Teaching with Poverty in Mind) to increase awareness

**Resource Type** Professional Development

**Resource** Teaching with Poverty in Mind

**Funding Source** School Improvement

**Amount Needed** \$1,375

**Goal #4:** increase the percentage of students scoring in level 3 from 29% to 35% on the Math FCAT 2.0 increase the percentage of students scoring at level 4 and above from 27% to 33% on the Math FCAT 2.0

**Barrier #2:** Lack of expertise with Common Core Standards

**Strategy #1:** Provide collaborative common planning time to build proficiency with Common Core Standards

**Action Step #1:** Grade level PLCs will conduct book studies, collaboratively plan and attend curriculum trainings

<b>Resource Type</b>	Other
<b>Resource</b>	Teaching with Common Core Standards for English
<b>Funding Source</b>	Title 1
<b>Amount Needed</b>	\$150

**Goal #5:** to increase the percentage of students making learning gains from 47% to 53% on the Math FCAT 2.0 to increase the percentage of the lowest 25% students making learning gains from 56% to 62% on the Math FCAT 2.0

**Barrier #1:** student engagement level

**Strategy #1:** Provide researched based math game intervention program

**Action Step #1:** Implement Afterschool Math Games and Stories program

<b>Resource Type</b>	Evidence-Based Program
<b>Resource</b>	Afterschool Math Games and Stories
<b>Funding Source</b>	District
<b>Amount Needed</b>	

**Barrier #2:** Lack of differentiation

**Strategy #1:** Provide a math interventionist to lower TPR

**Action Step #1:** The math intervention teacher will provide small group intensive math instruction for the core instruction.

<b>Resource Type</b>	Personnel
<b>Resource</b>	Math intervention teachers
<b>Funding Source</b>	Title 1 part A
<b>Amount Needed</b>	\$76,417

**Goal #6:** to increase the percentage of students in our sub groups: Black: from 30% to 40% Hispanic: from 43% to 53% White: from 60% to 68% on the Math FCAT 2.0

**Barrier #2:** lack of understanding of how students in poverty learn

**Strategy #1:** Implement a book study to increase knowledge of how students in poverty learn.

**Action Step #1:** conduct a book study (Teaching with Poverty in Mind) to increase awareness.

<b>Resource Type</b>	Other
<b>Resource</b>	Teaching with Poverty in Mind
<b>Funding Source</b>	School Improvement
<b>Amount Needed</b>	

**Goal #7:** to increase the percentage of students scoring level 3 from 30% to 40% on the Science FCAT 2.0 to increase the percentage of students scoring level 4 or above from 16% to 25% on the Science FCAT 2.0

**Barrier #2:** lack of hands on experimentation

**Strategy #1:** Provide training, time and resources for hands on student experimentation

**Action Step #1:** provide training and resources for hands on experiments

**Resource Type** Other

**Resource**

**Funding Source**

**Amount Needed**

**Action Step #2:** schedule training for PLCs and curriculum meetings, prioritize master schedule time for science instruction, provide necessary resources for student experimentation

**Resource Type** Other

**Resource** materials for hands on experiments

**Funding Source** School Improvement

**Amount Needed** \$389

**Goal #8:** to increase the percentage of students scoring at a level 3.5 or higher on the Writing FCAT 2.0 from 44% to 54%

**Barrier #1:** lack of understanding of the pathway from current standards to Common Core standards

**Strategy #1:** Provide training to assist teachers with instruction to meet the needs of the current standards while transitioning to Common Core Literacy Standards

**Action Step #1:** teachers will gain knowledge on how to meet the needs of the current state assessment while instructing students with Common Core Literacy Standards

**Resource Type** Professional Development

**Resource** Core Connections training 3x (13 TDEs)

**Funding Source** School Improvement

**Amount Needed** \$1,170