

Duval County Public Schools

Northwestern Legends Elementary



2018-19 Schoolwide Improvement Plan

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Northwestern Legends Elementary

2100 W 45TH ST, Jacksonville, FL 32209

<http://www.duvalschools.org/nle>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 99% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | D | C | D | D* |

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Saint Clair Evans Academy is to provide educational excellence in every classroom for every student, every day.

Provide the school's vision statement.

The vision of Saint Clair Evans Academy is to promote academic excellence and social responsibility. Students will be fully engaged and will take ownership of their learning as they work on appropriately rigorous content that prepares them for success in college and in the workforce.

School Leadership Team

Membership

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

| Name | Title |
|-------------------|---------------------|
| Polydore, Lawanda | Principal |
| Harbison, Lacy | Teacher, ESE |
| Smith, Orlando | School Counselor |
| Todd, Kristal | Assistant Principal |
| Jennings, Kim | Instructional Coach |

Duties

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

The Principal will:

Lead instruction through modeling, monitoring, and providing feedback. Create a safe and positive community conducive to teaching and learning in conjunction with supporting staff and student's well-being. Overall supervision of faculty, staff and students.

The Assistant Principal will:

Assist the Principal in lead instruction through modeling, monitoring, and providing feedback. Create a safe and positive community conducive to teaching and learning in conjunction with supporting staff and students' well-being. Overall supervision of faculty, staff and students.

Academic Coaches will:

Implement Instructional Coaching Cycles, which include teaching strategies, assessment: feedback and modeling. Research and provide information and guidance regarding a range of effective and innovative practices.

Reading Interventionist will:

Communicate with faculty to implement scientifically based reading strategies to enable students to develop the competencies and skills to be successful readers. Identify student needs and collaborate with other professional staff members in assessing and helping students solve learning problems.

Use appropriate core and supplemental intervention materials that align with District and State curriculum and provide Tier II and III Literacy support.

ESE VE Teacher will:

Communicate with other faculty to implement scientifically based academic and behavior strategies to

enable students to develop the competencies and skills to be successful students and citizens. Identify student needs and collaborate with other professional staff members in assessing and helping students solve learning problems. Use appropriate core and supplemental intervention materials that align with District and State curriculum and provide Tier II and Tier III academic and behavior support.

School Counselor will:

Help all students in the areas of academic achievement, personal/social development and career development ensuring students become the productive, well-adjusted adults. Facilitate communications between school and District Multidisciplinary team to ensure that students receive appropriate supports. Serve as a liaison between parent, community and school partners. Utilize multiple discipline, including community health, social work, psychology, counseling and education.

Early Warning Systems

Year 2017-18

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 57 | 61 | 35 | 34 | 23 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 230 |
| One or more suspensions | 54 | 57 | 23 | 41 | 11 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 190 |
| Course failure in ELA or Math | 33 | 30 | 0 | 20 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 143 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 33 | 11 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |

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

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

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 0 | 0 | 7 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected

Tuesday 7/17/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 36 | 34 | 15 | 17 | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 127 |
| One or more suspensions | 8 | 15 | 6 | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Course failure in ELA or Math | 17 | 18 | 2 | 3 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 11 | 19 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 63 | 66 | 45 | 52 | 43 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 303 |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 36 | 34 | 15 | 17 | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 127 |
| One or more suspensions | 8 | 15 | 6 | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Course failure in ELA or Math | 17 | 18 | 2 | 3 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 11 | 19 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 63 | 66 | 45 | 52 | 43 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 303 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

NGSSS Science achievement- our school had 23% of the students proficient

Which data component showed the greatest decline from prior year?

FSA ELA lowest 25th percentile students 58% in 2017 to 38% in 2018. This is not a trend based on prior years performance on FSA.

Which data component had the biggest gap when compared to the state average?

NGSSS Science achievement- our school had 23% of the students proficient compared to the state at 56%. This continues to decrease.

Which data component showed the most improvement? Is this a trend?

FSA ELA proficient 17% in 2017 to 21% in 2018. For the past 3 years The ELA proficiency had declined.

Describe the actions or changes that led to the improvement in this area.

Focused Professional development and support from a Reading Coach, Common Planning- Unpacking the Standards, standards based focus in small groups using Corrective Reading and Acaletics, Tutoring, and consistent monitoring of student performance using student Prescriptions.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 21% | 50% | 56% | 18% | 46% | 52% |
| ELA Learning Gains | 38% | 51% | 55% | 33% | 49% | 52% |
| ELA Lowest 25th Percentile | 38% | 46% | 48% | 35% | 45% | 46% |
| Math Achievement | 41% | 61% | 62% | 46% | 57% | 58% |
| Math Learning Gains | 51% | 59% | 59% | 57% | 60% | 58% |
| Math Lowest 25th Percentile | 43% | 48% | 47% | 45% | 49% | 46% |
| Science Achievement | 23% | 55% | 55% | 31% | 49% | 51% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | |
|---|-----------------------------------|---------|---------|---------|---------|---------|-----------|
| Indicator | Grade Level (prior year reported) | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 57 (36) | 61 (34) | 35 (15) | 34 (17) | 23 (12) | 20 (13) | 230 (127) |
| One or more suspensions | 54 (8) | 57 (15) | 23 (6) | 41 (5) | 11 (1) | 4 (3) | 190 (38) |
| Course failure in ELA or Math | 33 (17) | 30 (18) | 0 (2) | 20 (3) | 60 (5) | 0 (3) | 143 (48) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 33 (11) | 11 (19) | 23 (28) | 67 (58) |

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 21% | 50% | -29% | 57% | -36% |
| | 2017 | 22% | 51% | -29% | 58% | -36% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 22% | 49% | -27% | 56% | -34% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2017 | 12% | 52% | -40% | 56% | -44% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2018 | 18% | 51% | -33% | 55% | -37% |
| | 2017 | 15% | 48% | -33% | 53% | -38% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 6% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 21% | 59% | -38% | 62% | -41% |
| | 2017 | 54% | 62% | -8% | 62% | -8% |
| Same Grade Comparison | | -33% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 55% | 60% | -5% | 62% | -7% |
| | 2017 | 36% | 64% | -28% | 64% | -28% |
| Same Grade Comparison | | 19% | | | | |
| Cohort Comparison | | 1% | | | | |
| 05 | 2018 | 46% | 61% | -15% | 61% | -15% |
| | 2017 | 52% | 57% | -5% | 57% | -5% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | 10% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 24% | 56% | -32% | 55% | -31% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | | 18 | | 10 | 29 | | | | | | |
| BLK | 21 | 38 | 38 | 40 | 50 | 43 | 22 | | | | |
| FRL | 21 | 38 | 38 | 41 | 51 | 43 | 23 | | | | |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 3 | 36 | 58 | 23 | 57 | 62 | | | | | |
| BLK | 16 | 33 | 57 | 51 | 58 | 58 | 30 | | | | |
| FRL | 17 | 32 | 57 | 51 | 55 | 57 | 30 | | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| | |
|--------------------------------------|---|
| Activity #1 | |
| Title | BQ Guided Reading and Small Group Math |
| Rationale | If SCEA focuses on ELA BQ and Math Achievement in a way that is consistent with the school's vision and mission, then student performance will increase by 25% in BQ math and reading gains. This will be accomplished by utilizing SRA Corrective Reading and Acaleteics Mathematics Intervention with students. We will also use professional development to improve instructional practices and data analysis. Hiring additional instructional support: Reading Interventionist, Math Coach, Math Interventionist, and Instructional Paraprofessionals to engender consistent instructional practices and to identify necessary instructional changes to improve student achievement. Provide additional resources to support teacher and student needs. |
| Intended Outcome | Increase BQ student gains by 25% on FSA in reading and math. |
| Point Person | Lawanda Polydore (polydorel@duvalschools.org) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Administration review data (baseline, midyear, end of year) and relevant information to use to promote continuous improvement Ongoing 2. Conduct data chats with teachers Ongoing <p>Analyze data from common assessments to identify students who need additional time and support for learning and discuss them with the leadership team to identify a plan to improve their performance. Feedback will be provided to teachers on how to address strengths and weaknesses in their individual and collective teaching.</p> <ol style="list-style-type: none"> 3. Use research based methology to increase teacher/team effectiveness Ongoing 4. Establish specific practices and processes throughout the school to ensure student achievement targets and teacher practices align 5. Conduct regular walkthrough with immediate feedback Ongoing <p>Fidelity</p> <ol style="list-style-type: none"> 6. Administration will conduct regular walkthroughs, gather informal and formal observation data with feedback and follow Ongoing 7. Students will attend various field experiences including but not limited to the Library, River Keeper, and Starbase. Ongoing 8. All 3rd- 5th grade teachers will use Corrective Reading and Acaletics daily. |
| Person Responsible | Kim Jennings (jenningsk1@duvalschools.org) |
| Plan to Monitor Effectiveness | |
| Description | <p>Data sources include but are not limited to:</p> <ul style="list-style-type: none"> Formative assessments (teacher/grade level test, observations, exit slips) Common assessments (running records, District reports (Monitored-Beginning Of the Year, Mid-year, End Of Year), DRA, i-Ready (Monitored-Fall, Winter, Spring) State performance data (FSA) Behavior data (discipline reports, bullying reports, communication forms- Monitored weekly) Teacher Survey after each professional development/PLC training Small group Tutoring groups using Ready Coretudent materials Discuss and collect data at quarterly data chats with teachers |
| Person Responsible | Lawanda Polydore (polydorel@duvalschools.org) |

| Activity #2 | |
|-------------------------|---|
| Title | Developing Teachers and Instructional Support Staff |
| Rationale | Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course. |
| Intended Outcome | Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving. |
| Point Person | Lawanda Polydore (polydorel@duvalschools.org) |
| Action Step | |

| | |
|---------------------------|--|
| Description | <ul style="list-style-type: none"> o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills. |
| Person Responsible | Lawanda Polydore (polydorel@duvalschools.org) |

| Plan to Monitor Effectiveness | |
|-------------------------------|--|
| Description | <ul style="list-style-type: none"> *Frequently following up after each coaching cycle with the teachers and the students. *Increased student achievement and student performance *Observational data: positive learning culture, standard based instruction |
| Person Responsible | Lawanda Polydore (polydorel@duvalschools.org) |

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Saint Clair Evans Academy involves parents in all aspects of its Title I programs which includes economically disadvantaged, disabled, limited literacy, and African-American. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are

non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings, as well as all Parent Involvement meetings throughout the year. SAC, PTA, and Parent Involvement meetings will be held on the 3rd Thursday of each month. SAC begins 5:00 pm. PTA/Parent Involvement begins 5:00 pm. Our goal is to increase participation by having all meetings on the same evening. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes.

PFEP Link

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

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

The school has a comprehensive counseling program staffed with a full-time school counselor. The counselor schedules meetings with district staff and teachers to discuss students who are referred for social-emotional needs, academics, or medical needs. In addition, the school has a school-wide Multi-tiered System of Support (MTSS) team that meets on a biweekly basis to discuss students who encounter barriers to academic and social success.

Students with behavior concerns are either assigned a mentor or referred to the behavior support personnel or the Full Service therapist. If a child has medical needs the parent will be assisted through the Full Service program in getting the child to the doctor and help with the cost of medication. Full Service also assists with getting students eye exams and glasses for those students who fail the vision screening.

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

Saint Clair Evans Academy has one VPK unit with 20 students with one teacher, and one highly qualified paraprofessional. The VPK classes are part of the Duval County Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. Child Find is available to assist families of preschoolers with low readiness rates..

Kindergarten teachers work closely with VPK teachers and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten Round-up to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our VPK and Head Start students and families announcing upcoming events and expectations for school.

Saint Clair allocates funds from our Title I budget to implement activities to help with the transition into Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs. The VPK teacher and the receiving Kindergarten teachers are highly instrumental with this transition. Parents are invited to attend parent workshops and are given information about our Parent Resource Center.

During the first forty-five days of school, Kindergarten students are screened using FLKRS, DAR, and CGAs. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

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

The MTSS Leadership Team will meet every other Wednesday morning to engage in the following activities; the team consists of one representative from each grade level, ESE VE teachers, the guidance counselor, administration, and reading interventionist: The purpose of the team is to:

- Review/analyze data in content areas
- Look at student work
- Identify students at risk
- Share best practices
- Problem solve
- Identify professional development needs
- Work on building consensus and increasing infrastructure
- Evaluate implementation of RTI and Gradual Release Model
- Plan for professional development

In addition the Leadership Team which includes the principal, assistant principal, school instructional coaches meets biweekly to monitor the process of CPST teams, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.

Collaborative Problem Solving Teams will meet biweekly. The Problem Solving Model will be used to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, MTSS Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The MTSS Leadership Team developed a CPST form for all teachers to use that details the Problem Solving Model. The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Title I resources will help participating children meet the state's challenging student academic achievement standards expected for all children. The majority of the money will be used for teaching positions; a reading interventionist, math interventionist, a parent volunteer, and business liaison. The parent volunteer liaison oversees the Parents Recourse Center. The Parent Resource and Title I Parent Involvement Center is a source of support and information for parents and families, to offer parents encouragement and support, and to share ways to work as a team with the child's school so the child can be prepared for his or her future. When SAI dollars become available the dollars will be used to purchase tutors to provide support for students who scored a Level 1 or Level 2 on the 2015 FSA.

Title I dollars will be used for field trips as an educational tool. To help teachers reinforce lessons and use exciting experiences to engage students. To all students to observe a system not available in the classroom.

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

We will systematically utilize;

Teachers, students and admin will analyze Achieve 3000 data to monitor growth and set goals

Increase the rigor of small group instruction through modeling from the Reading Coach

Teach students how to track data and monitor progress

Part V: Budget

| | |
|---------------|---------------------|
| Total: | \$192,683.75 |
|---------------|---------------------|