Duval County Public Schools

Northwestern Legends Elementary

2019-20 Schoolwide Improvement Plan

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Northwestern Legends Elementary

2100 W 45TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/nle

Demographics

Principal: Kimberly Brown

Start Date for this Principal: 7/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: D (36%) 2016-17: C (44%) 2015-16: D (38%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	D	C	D

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Polydore, Lawanda	Principal	The Principal will: Lead standard based instruction through modeling, monitoring, and providing feedback. Create a safe and positive learning community conducive to teaching and learning in conjunction with supporting staff and student's well-being. Overall supervision of faculty, staff and students.
Groomes, Ronique	Teacher, ESE	Monitor and lead MTSS/RTI process for all students. 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	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.
Seals, Katreci	Assistant Principal	Assist the Principal in leading standards 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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	19	56	76	59	49	60	0	0	0	0	0	0	0	319
Attendance below 90 percent	37	26	21	18	21	19	0	0	0	0	0	0	0	142
One or more suspensions	12	8	7	8	7	3	0	0	0	0	0	0	0	45
Course failure in ELA or Math	7	0	2	2	1	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	33	50	44	44	45	41	0	0	0	0	0	0	0	257

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	35	36	36	24	35	30	0	0	0	0	0	0	0	196

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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	1	0	2	1	0	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)
19

Date this data was collected or last updated
Tuesday 7/30/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	50%	57%	17%	49%	55%
ELA Learning Gains	62%	56%	58%	33%	56%	57%
ELA Lowest 25th Percentile	63%	50%	53%	58%	54%	52%
Math Achievement	61%	62%	63%	52%	62%	61%
Math Learning Gains	69%	63%	62%	58%	63%	61%
Math Lowest 25th Percentile	67%	52%	51%	58%	54%	51%
Science Achievement	25%	48%	53%	29%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	19 (0)	56 (0)	76 (0)	59 (0)	49 (0)	60 (0)	319 (0)
Attendance below 90 percent	37 (57)	26 (61)	21 (35)	18 (34)	21 (23)	19 (20)	142 (230)
One or more suspensions	12 (54)	8 (57)	7 (23)	8 (41)	7 (11)	3 (4)	45 (190)
Course failure in ELA or Math	7 (33)	0 (30)	2 (0)	2 (20)	1 (60)	0 (0)	12 (143)
Level 1 on statewide assessment	33 (0)	50 (0)	44 (0)	44 (33)	45 (11)	41 (23)	257 (67)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	51%	-21%	58%	-28%
	2018	21%	50%	-29%	57%	-36%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	28%	52%	-24%	58%	-30%
	2018	22%	49%	-27%	56%	-34%
Same Grade Comparison		6%				
Cohort Comparison		7%				
05	2019	41%	50%	-9%	56%	-15%
	2018	18%	51%	-33%	55%	-37%
Same Grade Comparison		23%				
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	61%	9%	62%	8%
	2018	21%	59%	-38%	62%	-41%
Same Grade Comparison		49%				
Cohort Comparison						
04	2019	50%	64%	-14%	64%	-14%
	2018	55%	60%	-5%	62%	-7%
Same Grade Comparison		-5%				
Cohort Comparison		29%				
05	2019	57%	57%	0%	60%	-3%
	2018	46%	61%	-15%	61%	-15%
Same Grade Comparison		11%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	49%	-26%	53%	-30%
	2018	24%	56%	-32%	55%	-31%
Same Grade Comparison		-1%				
Cohort Comparison						

Subgroup Data

				2019 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 2017-18	C & C Accel 2017-18
SWD	13	67	75	57	73	80					
BLK	34	63	63	62	71	67	24				
FRL	33	62	63	61	68	67	22				
				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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

NGSSS Science achievement- our school had 25% of the students proficient. The contributing factor to this decline is the lack of science labs effectively completed during the school day. Also, students began the year with a deficiency in science vocabulary and background skills in order to consistently make gains. Students continue to have a lack of interest in science curriculum. Our science proficiency continues to trend downward.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There were no declines this year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

NGSSS Science achievement- our school had 25% of the students proficient compared to the state at 53%. This continues to decrease. The contributing factor to this decline is the lack of science labs effectively completed during the school day. Also, students began the year with a deficiency in science vocabulary and background. Students continue to have a lack of interest in science curriculum. Our science proficiency continues to trend downward.

Which data component showed the most improvement? What new actions did your school take in this area?

FSA ELA Lowest Quartile 38% in 2018 to 63% in 2019. The actions our school took this year was lazer focus on standards based instruction, differentiated ELA support for every student, and planning every week with the end in mind.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Focused Professional development and support from the 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.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Science Proficency
2. ELA Proficency

3. Math Proficency
4. ELA LBQ
5. Math LBQ

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	If we focus on implementing Reading strategies, our students will read on grade level to access knowledge in all content areas. All students need to read to learn by 3rd grade.

State the measurable outcome the school plans to achieve	The measurable outcome will be 40% of our 3rd, 4th, and 5th grade students will read on grade level on the 2020 state assessment.
Person responsible for monitoring outcome	Annette Walker-Hardman (walker-hardemana@duvalschools.org)
Evidence-based Strategy	Weekly Common Planning focusing in Differentiated Reading Instruction Analysis of standards based student work
Rationale for Evidence-based Strategy	The rationale for the planning ensures that all teachers comprehends student success on mastering standards.We will use evidence-based strategies including; Reading Coach, paras,

Action Step	
Description	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 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. 3. Use research based methods 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 walk-through with immediate feedback Ongoing Fidelity 6. Administration will conduct regular walk-throughs, gather informal and formal observation data with feedback and follow Ongoing 7. All 3rd- 5th grade teachers will use Corrective Reading daily.
Person Responsible	Lawanda Polydore (polydorel@duvalschools.org)

#2	
Title	Science Proficency
Rationale	Our State Science proficiency was 25% of our students were proficient on the state assessment.

State the measurable outcome the school plans to achieve	Our school plans to improve proficiency to 30% on the State assessment.
Person responsible for monitoring outcome	Lawanda Polydore (polydorel@duvalschools.org)
Evidence-based Strategy	Provide students assess to science vocabulary and background knowledge using Acaletics and weekly science lab experiments..
Rationale for Evidence-based Strategy	SCEA focuses on science Achievement in a way that is consistent with the school's vision and mission, then student performance will increase by 25% in science. This will be accomplished by utilizing Acaletics Science Intervention with students. We will also use professional development to improve instructional practices and data analysis. instructional changes to improve student achievement. Provide additional resources to support teacher and student needs.

Action Step	
Description	1. Plan for science labs 2. Use Acaletics Science 3. Monitor monthly science assessments 4. Field trips 5.
Person Responsible	Lawanda Polydore (polydorel@duvalschools.org)

#3	
Title	Culture and Climate
Rationale	If we focus on supporting students through positively to improve behaviors and relationships with parents, we will reduce the number of visits to the office to manage low level interruptions to instruction.

State the measurable outcome the school plans to achieve	The measurable outcome will be a 50% reduction of Level 1 behavioral referrals, and 50% improvement in parent involvement..
Person responsible for monitoring outcome	Ronique Groomes (groomesr1@duvalschools.org)
Evidence-based Strategy	Implementation of Calm Classrooms Hire a Parent Liaison to build positive relationships between parents and teachers Use of Behavior intervention with students and teachers Positive Behavior Strategies Monthly School-wide Assemblies Recognize students without referrals each month- STAR Student of the Month
Rationale for Evidence-based Strategy	A child with challenging behavior who has an Individualized Education Program (IEP), should have positive behavioral interventions included to help reduce challenging behaviors and support the new behavioral skills to be learned through the IEP goals. These interventions should be specific strategies that are positive and proactive, and are not reactive and consequence-based.
Action Step	
Description	1. Hire Behavior Interventionist and Hire Parent Liaison Clear routines and expectations that are posted and reviewed help children know what comes next in their school day, reducing anxiety or fear. 2. Stop, Relax, and Think strategy teaches children how to think about a problem and find a solution. Children learn the following steps: a. Define the problem. b. Decide who "owns" the problem. c. Think of as many solutions as possible to solve the problem. d. Select a solution to try. e. Use the solution. f. Evaluate its success. After children understand the steps, role-play and practice can help the process become habit. Helping children to recognize their own response to stress (clenched hands, voice tone, etc.) may become part of the instruction needed to use this strategy effectively. Practicing and being successful with these steps can take time for children. Therefore, it is important to consider what kind of support a child may need that will help reinforce progress. 3. Pre-arranged signals can be used to let a child know when he or she is doing something that is not acceptable. A hand motion, a shake of the head or a colored card placed on a

desk as the teacher moves
through the room could alert the child without drawing attention to the child or the behavior. It is
important to develop a signal that the child and teacher agree on using and for what purpose.
4. Proximity control means that a teacher or adult moves closer to the child in a gentle way. If the teacher
does not get the child's attention by using cues, then he or she may move closer to the student or give the
lesson while standing near the child's desk.
5. Planned response method is useful in stopping non-serious behaviors that are bothersome to other
children or adults nearby.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Not adding additional

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 Schoolwide Improvement Plan 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. Our goal in 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. All students will receive Parent agendas. These agendas will be used to communicate with parents and maintain a daily line of communication.

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 counceling 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 personel 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 assits 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 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:

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: ELA Proficiency**	$0.00
2	III.A.	**Areas of Focus: Science Proficency**	$0.00
3	III.A.	**Areas of Focus: Culture and Climate**	$0.00
		Total:	$0.00