2013-2014 SCHOOL IMPROVEMENT PLAN

Nap Ford Community Charter
325 N PARRAMORE AVE
Orlando, FL 32801
407-245-8711

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	86%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	100%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F		A	F	

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Nap Ford Community Charter

Principal
Jennifer Porter Smith

School Advisory Council chair
Wave Robinson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jennifer Porter Smith	Principal/Executive Director
Nina Scanlon	Dept Chair, Pk - 2nd grade
Stefanie Miller	School Improvement Chair
Bernice Crespo	Professional Development Coach
Heather Maple	Science Chair
Kim Brown	ESE
Kamilah McCallum	Dept Chair, 3rd - 5th grades

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
01/28/2014

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is made of parents, Nap Ford staff and community partners.

Involvement of the SAC in the development of the SIP

The SAC provides input regarding the establishment of academic goals and the actions required to reach those goals.

Activities of the SAC for the upcoming school year

The SAC meets quarterly ot review school wide data and make recommendations regarding the effectivenss of the school's instructional programs.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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).

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jennifer Porter Smith

Principal	Years as Administrator: 8	Years at Current School: 8
Credentials	PH.D. Physiological Psychology/Behavioral Neuroscience	
Performance Record	Highly Effective	

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

11

 # receiving effective rating or higher

11, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

11, 100%

 # ESOL endorsed

5, 45%

 # reading endorsed

1, 9%

 # with advanced degrees

5, 45%

 # National Board Certified

, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

5, 45%

 # with 6-14 years of experience

6, 55%

 # with 15 or more years of experience

0, 0%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruitment: Maintain comparable salary and benefit package within school district
Retention: Maintain comparable salary and benefit package within school district
Retention: Provide individually focused professional development to promote teacher succes

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).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with veteran teachers that are highly effective. Mentoring activities include assessment training, lesson planning and modeling.

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).

Data-based problem-solving processes for the implementation and monitoring of 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

BAseline assessments are given during the first 3 weeks of school in each content area. Instructional focus calendars are developed for both whole group and small group based upon student need. Professional development activities are also determined for teachers based upon the needs of the students in their classroom. Grouping is flexible based upon skill/benchmark. Students are assed constantly. Dat ais reviewed in data meetings every 3 to 4 weeks in order to evaluate the effectiveness of interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Jennifer Porter Smith: Provides common vision and overall supervision of the plan
Nina Scanlon: Supervision of grades PreK - 2nd to review data and progress of each student; reviews and provides feedback of lesson plans during bi-weekly meetings; assists with development of small group instruction and assists with the implementation of the professional learning communities.
Kamilah McCallum: Supervision of grades 3rd - 5th to review data and progress of each student; reviews and provides feedback of lesson plans during bi-weekly meetings; assists with development of small group instruction and assists with the implementation of the professional learning communities.
Stefanie Miller: Collects school assessment data, meets with principal to review data and next steps for intervention and enrichment
Heather Maple: Creation of science instructional focus calendar for grades KG - 5th; facilitates small group instruction for 5th grade; science instruction (all grades); provides feedback on science lesson plans
Bernice Crespo: Provides professional development coaching regarding best practices and effective strategies; models lessons for teachers; conducts classroom walkthroughs and provides feedback
Kim Brown: Oversees intervention process for lowest 25%; provides assistance with student's struggling with emotional, behavior and social success; oversees implementation of discipline model; oversees ESE and ESOL testing and compliance processes;

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

The leadership teams meets every 3 weeks to review data and modify instruction as needed
KG - 2nd Grade:
*Reading: FAIR, FLKRS, P.A.S.T., CORE, Fountas and Pinnell Diagnostics
*Math: Envisions Diagnostics
*Writing: Write Source Proficiency Exams
*Science: Science Fusion assessments
*Behavior: Conscious Discipline and Observations

3rd - 5th Grade:
*Reading: Performance Matters, FAIR, FCAT Testmaker Pro, CORE Fountas and Pinnell Diagnostics
*Math: Performance Matters, EnVisions, FCAT Testmaker Pro
*Writing: Write Source Proficience Exams, In House created assessments
*Science: Science Fusions benchmark assessments
*Behavior: Conscious Discipline and Observations

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

We utilize all of the state and district tests that allow one to evaluate the effectiveness of core, supplemental and intensive supports (FAIR, Performance Matters). In addition, more authentic teacher created assessments are also used especially for the non-FCAT grades.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

*Training of teachers during pre-planning
Family Empowerment Sessions in January and May cover the concept of MTSS
Individual parent conferences are held for families whose child is receiving TIer 2 and 3 levels of support

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: Extended Day for All Students

Minutes added to school year: 10,800

Strategy Purpose(s)

• Instruction in core academic subjects

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Jennifer Porter-Smith	Principal/Executive Director
Bernice Crespo	Professional Development Coach
Nina Scanlon	Dept Chair: Grades PK - 2nd
Kamilah McCallum	Dept. Chair: Grades 3rd - 5th
Stefanie Miller	School Improvement Chair

Name	Title
Heather Maple	Science Chair
Kim Brown	ESE Teacher

How the school-based LLT functions

The team functions as a fact finding, evidence driven, solution finding group. The team meets a minimum of 3 times each 9 week period to review data, small group instruction and progress of each student.

Major initiatives of the LLT

*Develop procedures for data collection, evaluation and reporting through on going progress monitoring
*Coordinate services for students that need additional academic and enrichment support
*Evaluation of overall effectiveness of the instructional program

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers explicity teach reading skills and strategies for comprehension.

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).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

We host an annual step up day for local childcare programs. During 'step up day' the students visit the PreK and KG classrooms.

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	57%	Yes	48%
American Indian				
Asian				
Black/African American	41%	57%	Yes	47%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	39%	50%	Yes	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	34%	40%
Students scoring at or above Achievement Level 4	10	21%	30%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	23	84%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	23	84%	85%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
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)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		50%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	40%	Yes	46%
American Indian				
Asian				
Black/African American	39%	45%	Yes	45%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	38%	38%	Yes	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	28%	35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	18	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	66%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		30%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students	105	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	7%	0%
Students retained, pursuant to s. 1008.25, F.S.	9	7%	0%
Students who are not proficient in reading by third grade	2	11%	0%
Students who receive two or more behavior referrals	12	10%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	7%	0%

Area 9: Parent Involvement

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).

Parental involvement targets for the school

Our goal is always to provide families with information and servies needed in order to have a positive impact on thier child's educaitonal outcomes.
Remove issues of hunger with our love pantry and blessings in a backpack program.
Private ways to report homelessness or illness. The need for shelter and clothing.
VIsion bus and dental van visit the school one to two times per year.
Food and childcare is provided for Family Empowerment Sessions.
Economic empowerment through financial literacy and home ownership and GED programs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Four Family Empowerment Sessions focused on academic acheivement	4	100%	
Family Empowerment Sessions focused on Economic Empowerment	0	0%	
Whole Child wellness needs - Vision, Dental	4	100%	
Childhood Hunger addressed - Love Pantry, Blessings in a Backpack		%	

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase the percentage of students at a Level 3 in Reading from 34% to 40%

Goals Detail

G1. Increase the percentage of students at a Level 3 in Reading from 34% to 40%

Targets Supported
- Reading (AMO's, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Regularly established weekly meetings to review student data and update instructional focus calendar and individual learning interventions.
- Professional development of teacher based on needs of the students
- Use of diagnostic tools to identify student areas of weakness in order to target activities and centers
- Provide after school tutoring sessions a minimum of 4 hours per week
- Provide a monthly parent workshop providing materials, supplies and strategies that parents can use at home with their child.

Targeted Barriers to Achieving the Goal
- Adequate time for all stakeholders to meet and review individual student progress

Plan to Monitor Progress Toward the Goal

Progress monitoring of students at a Level 3 in reading

Person or Persons Responsible
Classroom Teachers with ESE teacher and Principal

Target Dates or Schedule:
Team meeting every 3 weeks

Evidence of Completion:
Data assessments/benchmarks

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase the percentage of students at a Level 3 in Reading from 34% to 40%

G1.B2 Adequate time for all stakeholders to meet and review individual student progress

G1.B2.S1 Half day team level meetings using substitutes covered through the use of Race To The Top Funds

Action Step 1

Half Day Team Level Meetings to review data

Person or Persons Responsible

Team level meetings by grades KG - 2nd and 3rd-5th

Target Dates or Schedule

Every 3 weeks

Evidence of Completion

Agenda, sign in, data/assessments

Facilitator:

Principal and Prof. Development Coach

Participants:

Classroom teachers

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

Data level team meetings

Person or Persons Responsible

Team meetings by grade levels KG-2nd and 3rd-5th

Target Dates or Schedule

Every 3 weeks

Evidence of Completion

Data assesments/benchmarks, agenda, sign in

Plan to Monitor Effectiveness of G1.B2.S1

Progress monitoring of Level 3 students in Reading

Person or Persons Responsible

Classroom teacher, ESE teacher and principal

Target Dates or Schedule

Every 3 weeks

Evidence of Completion

Data assessments, agenda, sign in

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).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

We use all federal, state and local funds to support our whole child approach to educating children and empowering families. Title I funds are used for academic support, professional development and family empowerment. Title II dollars support professional development activites that assist in meeting school goals for academic acheivement. We also seek support, when needed, for homeless programs, nutirtion programs and other services that help families.

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.

G1. Increase the percentage of students at a Level 3 in Reading from 34% to 40%

G1.B2 Adequate time for all stakeholders to meet and review individual student progress

G1.B2.S1 Half day team level meetings using substitutes covered through the use of Race To The Top Funds

PD Opportunity 1

Half Day Team Level Meetings to review data

Facilitator

Principal and Prof. Development Coach

Participants

Classroom teachers

Target Dates or Schedule

Every 3 weeks

Evidence of Completion

Agenda, sign in, data/assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students at a Level 3 in Reading from 34% to 40%	$5,000
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Funds provided from Race To The Top	$5,000	$5,000
Total	$5,000	$5,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the percentage of students at a Level 3 in Reading from 34% to 40%

G1.B2 Adequate time for all stakeholders to meet and review individual student progress

G1.B2.S1 Half day team level meetings using substitutes covered through the use of Race To The Top Funds

Action Step 1

Half Day Team Level Meetings to review data

Resource Type

Evidence-Based Program

Resource

Funds will be used to provide substitute teachers to allow team level professional development meetings

Funding Source

Funds provided from Race To The Top

Amount Needed

$5,000