



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

West Gate Elementary School

1545 LOXAHATCHEE DR

West Palm Beach, FL 33409

561-684-7100

www.edline.net/pages/west_gate

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 97%
Alternative/ESE Center No	Charter School No	Minority Rate 93%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 B
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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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

West Gate Elementary School

Principal

Dr. Patricia Ordóñez-Feliciano

School Advisory Council chair

JoAnne D'Angelo

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

Name	Title
Mary Beth Greene	Assistant Principal
Laura Althouse	Reading Coach 3-5
Merissa Richer	Reading Resource Teacher K-2
Christopher Abbott	Math Coach

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

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

Membership of SAC includes the Principal, four teachers, one non-instructional employee, two business partners and 10 parents who are not District employees.

SAC Chair - teacher

SAC Vice Chair - parent

Secretary - teacher

Involvement of the SAC in the development of the SIP

SAC reviews the draft of the SIP and provides ongoing input.

Student data from diagnostic test and FCAT is shared with SAC and based on those results, use of educational programs will be determined. Once that is done, the budget will be finalized.

Activities of the SAC for the upcoming school year

SAC will:

Provide ongoing input for school improvement updates as needed.

Monitor progress of instructional programs

Participate in specific parent trainings and other family involvement activities.

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

\$1367.00 total SI funds will be used for instructional materials to meet the needs of our students as identified by SAC

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Patricia Ordóñez-Feliciano

Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Doctor of Philosophy in Global Leadership
 Master of Education in Educational Leadership
 Bachelor of Arts in Mathematics
 Certifications:
 Educational Leadership K-12
 Mathematics 6-12
 ESOL Endorsement

Performance Record

2012-13 Grade C
 Achievement Levels:
 Reading- 49% Math- 53% Writing- 65% Science- 46%
 Learning Gains:
 Reading - 74% Math- 65%
 Learning Gains of Lowest 25%
 Reading - 82% Math - 57%
 2011-12: Grade A
 Achievement Levels:
 Reading-52%, Math-60%, Writing-78%, Science-44%
 Learning Gains:
 Reading-67%, Math-75%
 Learning Gains of Lowest 25%:
 Reading-72%, Math-77%
 2010-11: Grade A
 Achievement Levels:
 Reading-65%, Math-74%, Writing-91%, Science-56%
 Learning Gains:
 Reading-63%, Math-76%
 Learning Gains of Lowest 25%:
 Reading-71%, Math-79%

Mary Beth Greene

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Master of Education in Educational Leadership
 Master of Science Educational Technology
 Bachelor of Science Elementary Education
 Certifications:
 Elementary Ed K-6
 Primary Ed K-3
 ESE K-12
 Reading Endorsement
 ESOL Endorsement

Performance Record

2012-13 Grade C
 Achievement Levels:
 Reading- 49% Math- 53% Writing- 65% Science- 46%
 Learning Gains:
 Reading - 74% Math- 65%
 Learning Gains of Lowest 25%
 Reading - 82% Math - 57%
 2011-2012: Grade C
 Achievement Levels:
 Reading 44%, Math 49%, Writing 86%,
 Science 34%
 Learning Gains:
 Reading -61%, Math- 63%
 Learning Gains of Lowest 25%
 Reading 77%, Math 72%
 2010-2011: School Grade B (517 points). Meet 82% of AYP
 criteria. None of the subgroups made AYP in Reading and all but
 the Black subgroup made Safe Harbor in Math.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Laura Althouse		
Full-time / School-based	Years as Coach: 7	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Master of Science in Reading Bachelor of Arts in Elementary Education Certifications: Elementary Education Grades 1-6 Language Arts 5-8 Reading K-12 ESOL Endorsed	
Performance Record	2011-12: Grade A Achievement Levels: Reading-52%, Math-60%, Writing-78%, Science-44% Learning Gains: Reading-67%, Math-75% Learning Gains of Lowest 25%: Reading-72%, Math-77% 2010-11: Grade A Achievement Levels: Reading-65%, Math-74%, Writing-91%, Science-56% Learning Gains: Reading-63%, Math-76% Learning Gains of Lowest 25%: Reading-71%, Math-79%	

Christopher Abbott		
Full-time / School-based	Years as Coach: 0	Years at Current School: 11
Areas	Mathematics	
Credentials	Bachelor of Science in Elementary Education	
Performance Record	2012-13 Grade C Achievement Levels: Reading- 49% Math- 53% Writing- 65% Science- 46% Learning Gains: Reading - 74% Math- 65% Learning Gains of Lowest 25% Reading - 82% Math - 57% 2011-2012: Grade C Achievement Levels: Reading 44%, Math 49%, Writing 86%, Science 34% Learning Gains: Reading -61%, Math- 63% Learning Gains of Lowest 25% Reading 77%, Math 72%	

Classroom Teachers

of classroom teachers

69

receiving effective rating or higher

69, 100%

Highly Qualified Teachers

100%

certified in-field

69, 100%

ESOL endorsed

54, 78%

reading endorsed

, 0%

with advanced degrees

23, 33%

National Board Certified

8, 12%

first-year teachers

11, 16%

with 1-5 years of experience

13, 19%

with 6-14 years of experience

26, 38%

with 15 or more years of experience

19, 28%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

The recruiting and retention of highly qualified staff begins with a detailed screening process of candidates. We also work with our staffing specialist at the District level. Once candidates are screened they go through a rigorous interview process. When the candidate is hired, he/she is immediately paired with a veteran teacher mentor in their grade level and are entered into the Educator Support Program. Their performance is monitored and support is provided as needed.

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 meet with administration once a month to learn about important topics that affect their job. Additionally, each new teacher is paired with a veteran teacher mentor who is in the same grade level and Clinical Ed Certified. The mentor is able to observe and provide feedback on an ongoing basis when needed. Administrators conduct frequent walkthroughs, informal and formal observations.

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

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, .5 RtI Teacher, ESE contact, ELL contact, school psychologist, classroom teacher, reading coach, math coach, reading resource teacher, and guidance staff.

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

The ESE Contact is the SBT Leader who schedules and facilitates meetings. All members of the team provide data analysis and input as each case is evaluated to best meet the needs of each individual student.

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

The school-based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based RtI Leadership Team. The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures the necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher).

* 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.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

Florida Comprehensive Assessment Test (FCAT)
 Curriculum Based Measurement
 Palm Beach County Fall Diagnostics
 Palm Beach Writes
 K-3 Literacy Assessment System
 Diagnostic Assessment for Reading (DAR)
 Progress Monitoring and Reporting Network (PMRN)
 Comprehensive English Language Learning Assessment (CELLA)
 Office Discipline Referrals
 Retentions
 Absences
 Midyear data:
 Palm Beach County Winter Diagnostics
 Palm Beach Writes
 Progress Monitoring and Reporting Network (PMRN)
 K-3 Literacy Assessment System
 End of year data: Florida Comprehensive Assessment Test (FCAT)
 FCAT Writes
 Frequency of required Data Analysis and Action Planning Days:
 Once within a cycle of instruction (refer to appropriate focus calendar)

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

Members of the school-based team will provide in-service to the faculty on designated faculty meeting days. These in-service opportunities will include, but are not limited to, the following:
 RTI process Problem Solving Model

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: 2,880

After school tutoring program for students below grade level. Three hours per week for 16 weeks.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Common assessments and diagnostic results are monitored.

Who is responsible for monitoring implementation of this strategy?

Teachers and administrators

Strategy: Weekend Program

Minutes added to school year: 2,520

Saturday tutorial program. Three hours per day for 14 Saturdays.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Common assessments and diagnostic results are monitored

Who is responsible for monitoring implementation of this strategy?

Teachers and Administration

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Patricia Ordonez	Principal
Merissa Richer	Literacy Resource Teacher
Laura Althouse	Reading Coach
Sheri Puppo	Teacher
Leah Rock	Teacher
Jennifer Lopez	Teacher
Arelis Pichardo	Teacher
Megan D'Arcangelo	Teacher
Wendy Venoff	Media Specialist

Name	Title
Elizabeth Grochan	Teacher
Diana Morse	Teacher
Nancy Berman	Teacher
Paris Baptiste	Teacher

How the school-based LLT functions

The LLT meets monthly. Prior to the first meeting, LLT members complete a literacy knowledge survey. This is a self reflection document to create a common language. The following sequence describes how the LLT devices a plan of action of the year:

Phase 1: Investigating an area of concern. Analyze evidence to help identify the area of concern (FCAT, informal assessments, writing samples, portfolios, etc)

Phase 2: Studying and planning a course of action. The LLT lists the resources needed to plan the course of action and the implications of the resources studied.

Phase 3: Implementing the course of action. The LLT lists the data that will be used to monitor the course of action. Individuals responsible for monitoring and collecting the data as well as assisting teachers in the implementation of the plan are identified.

Phase 4: Determining the effectiveness of the course of action. After a pre-determined amount of time, the LLT determines if the plan of action should be revised, continued or discontinued.

Phase 5: Reflecting on the process. What have the team members learned from the process? How will the process help them in the classroom?

Major initiatives of the LLT

Continue the implementation of the new District adopted balanced literacy program.

Every Teacher Contributes to Reading Instruction

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

Every classroom at West Gate is self-contained and every teacher teaches reading.

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

Local Head Start and private pre-schools are invited to bring their students to visit our K classes every spring. A Kindergarten Round-up is also scheduled in the spring to register and orient future Kindergarten students and parents. Within the first 30 days of school, all Kindergarten students are assessed through the state's FLKRS. In addition, all students whose parents have checked on the registration form that they speak another language in the home are given a test of oral language to determine eligibility for the ELL program.

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	48%	48%	Yes	54%
American Indian				
Asian				
Black/African American	43%	43%	Yes	48%
Hispanic	48%	49%	Yes	53%
White	56%	61%	Yes	60%
English language learners	47%	42%	No	52%
Students with disabilities	34%	29%	No	41%
Economically disadvantaged	47%	47%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	33%	40%
Students scoring at or above Achievement Level 4	46	14%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		36%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		74%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	243	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	56	82%	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)	190	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	103	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	57	15%	23%

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	66	64%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	60%	52%	No	64%
American Indian				
Asian				
Black/African American	50%	49%	No	55%
Hispanic	63%	52%	No	67%
White	53%	61%	Yes	57%
English language learners	63%	49%	No	66%
Students with disabilities	57%	32%	No	61%
Economically disadvantaged	58%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	27%	30%
Students scoring at or above Achievement Level 4	82	25%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		46%
Students scoring at or above Level 7	[data excluded for privacy reasons]		46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	213	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	57%	61%

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	30	28%	35%
Students scoring at or above Achievement Level 4	17	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		30%
Students scoring at or above Level 7	[data excluded for privacy reasons]		80%

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	12	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	29	4%	3%
Students who are not proficient in reading by third grade	79	64%	58%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

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

See PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See PIP			

Area 10: Additional Targets

Additional targets for the school

West Gate Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
K-5 Teachers infused the content required by statute 1003.42(2) as appropriate	69	100%	100%

Goals Summary

- G1.** Increase student achievement on FCAT 2.0 Reading by 10% in FY14
- G2.** Increase student achievement on FCAT Writes by 20% in FY14
- G3.** Increase student achievement on FCAT 2.0 Math by 10% in FY 14

Goals Detail

G1. Increase student achievement on FCAT 2.0 Reading by 10% in FY14

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Literacy Coach Literacy Resource Teacher
- Level Literacy Intervention Program
- Tutoring Program
- Parent Training on Literacy
- Professional Development
- Additional Books and Educational Resources for Students

Targeted Barriers to Achieving the Goal

- Parent Literacy Levels
- Large percentage of students below grade level and in need of remediation

Plan to Monitor Progress Toward the Goal

Student Diagnostic and FCAT data

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

EDW reports

G2. Increase student achievement on FCAT Writes by 20% in FY14

Targets Supported

- Writing

Resources Available to Support the Goal

- Literacy Coach Literacy Resource Teacher
- Tutoring Program
- Parent Training on Literacy
- Professional Development
- Additional Books and Educational Resources for Students

Targeted Barriers to Achieving the Goal

- Parent Literacy Levels
- Large percentage of students below grade level and in need of remediation

Plan to Monitor Progress Toward the Goal

Student Diagnostic and FCAT data

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

EDW reports

G3. Increase student achievement on FCAT 2.0 Math by 10% in FY 14

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math Coach
- Tutoring Program
- Parent Training on Math
- Professional Development
- Additional Books and Educational Resources for Students

Targeted Barriers to Achieving the Goal

- Large percentage of students below grade level and in need of remediation

Plan to Monitor Progress Toward the Goal

Student Diagnostic and FCAT data

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

EDW reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement on FCAT 2.0 Reading by 10% in FY14

G1.B1 Parent Literacy Levels

G1.B1.S1 Every Student will be provided with a Student Planner to facilitate open communication between teachers and parents

Action Step 1

Student planners

Person or Persons Responsible

Bookkeeper

Target Dates or Schedule

FY14

Evidence of Completion

purchase order and packing slips

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

Student Planners

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Planners are used including notes to and from teachers

Plan to Monitor Effectiveness of G1.B1.S1

Student Planners

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Parents and Teachers communicate on a regular basis

G1.B1.S2 Purchase supplies for parent involvement activities, parent resource room and parent trainings

Action Step 1

Purchase Home School Connection and Recipes for Success newsletters

Person or Persons Responsible

Bookkeeper

Target Dates or Schedule

FY14

Evidence of Completion

Purchase Order

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Home School Connection and Recipes for Success Newsletters

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Newsletters are sent home with students weekly

Plan to Monitor Effectiveness of G1.B1.S2

Home School Connection and Recipes for Success Newsletters

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Increased parent involvement and communication

G1.B1.S4 Hire .5 Parent Liaison

Action Step 1

Hire .5 Parent Liaison

Person or Persons Responsible

Principal

Target Dates or Schedule

FY 14

Evidence of Completion

Payroll Time sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Hire .5 Parent Liaison

Person or Persons Responsible

Principal

Target Dates or Schedule

FY14

Evidence of Completion

Sign in sheets, parent participation forms, payroll time sheets, agendas for workshops conducted

Plan to Monitor Effectiveness of G1.B1.S4

.5 Parent Liaison

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, parent participation in events.

G1.B1.S6 Literacy Nights will be held at least twice during the school year to give parents tools to support their child's literacy success.

Action Step 1

Literacy Night

Person or Persons Responsible

Literacy Coach and Literacy Resource Teacher

Target Dates or Schedule

November 2013 and February 2014

Evidence of Completion

Agendas, schedules, handouts

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Literacy Nights

Person or Persons Responsible

Principal

Target Dates or Schedule

November 2013 and February 2014

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of G1.B1.S6

Literacy Nights

Person or Persons Responsible

Principal

Target Dates or Schedule

November 2013 and February 2014

Evidence of Completion

Parent evaluations

G1.B2 Large percentage of students below grade level and in need of remediation

G1.B2.S1 Purchase classroom supplies to support instruction

Action Step 1

Purchase classroom supplies to support instruction in classroom and tutoring programs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Purchase orders and P Card receipts

Action Step 2

Purchase Level Books for students

Person or Persons Responsible

Reading Coach, Resource Teacher, Media Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Purchase Orders, P Card Receipts

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

Purchase of appropriate classroom supplies that support instruction and tutoring programs

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Purchase Orders and Packing Receipts

Plan to Monitor Effectiveness of G1.B2.S1

Purchase classroom supplies/ level books, to support instruction and tutoring programs

Person or Persons Responsible

Administration, teachers and coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Assessment Data

Plan to Monitor Fidelity of Implementation of G1.B2.S2

.5 Rtl teacher

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

Plan to Monitor Effectiveness of G1.B2.S2

Rtl Teacher

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Reading Assessment Results

G1.B2.S3 Ongoing Professional Development

Action Step 1

NAESP National Conference

Person or Persons Responsible

Teachers, Coach and Principal

Target Dates or Schedule

July 2013

Evidence of Completion

Conference Agendas and Travel Reimbursement Packets

Facilitator:

National Presenters

Participants:

Teachers, Reading Coach, Principal

Action Step 2

Lucy Calkins Reading and Writing Summer Institute in New York City.

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

June/July 2013

Evidence of Completion

Conference Agendas and Travel Reimbursement Packets

Facilitator:

Lucy Calkins Team

Participants:

Reading Coaches

Action Step 3

Common Core State .Summer Institute

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

July 16 & 17, 2013

Evidence of Completion

Conference Agendas

Facilitator:

State Representatives

Participants:

Teachers and Administrators

Action Step 4

Summer Preschool Inservice

Person or Persons Responsible

Teachers

Target Dates or Schedule

Aug 8 & 9, 2013

Evidence of Completion

Sign in Sheets and Agendas

Facilitator:

Reading Coach and Resource Teacher

Participants:

Teachers

Action Step 5

Professional Development

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

TDEs and Agendas

Facilitator:

Various

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Professional Development Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations, Teacher Created Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S3

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Assessment Data Results

G1.B2.S5 Hire .5 Reading Coach to supplement other .5 provided by Reading Initiative

Action Step 1

Hire .5 Reading Coach

Person or Persons Responsible

Principal

Target Dates or Schedule

FY14

Evidence of Completion

Payroll Time Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S5

.5 Reading Coach

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Model lesson plans, schedule and monthly documentation of services, PMRN

Plan to Monitor Effectiveness of G1.B2.S5

.5 Reading Coach

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher evaluations of trainings, Staff Development Plans Agendas, Student assessment data

G1.B2.S6 Hire Literacy Resource Teacher to support Literacy Programs in K-2

Action Step 1

Hire Literacy Resource Teacher for K-2

Person or Persons Responsible

Principal

Target Dates or Schedule

FY 14

Evidence of Completion

Payroll Timesheets

Plan to Monitor Fidelity of Implementation of G1.B2.S6

Literacy Resource Teacher

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule and monthly documentation of services

Plan to Monitor Effectiveness of G1.B2.S6

Literacy Resource Teacher

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Modeling lesson plans

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

Effective use of Parent Resource Center

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and evaluations from parents

Plan to Monitor Effectiveness of G2.B1.S1

Parent Resource Center

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Literacy Nights

Person or Persons Responsible

Principal

Target Dates or Schedule

November 2013 and February 2014

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of G2.B1.S2

Literacy Nights

Person or Persons Responsible

Principal

Target Dates or Schedule

November 2013 and February 2014

Evidence of Completion

Parent evaluations

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Writing Curriculum Binder

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G2.B2.S1

Writing Curriculum Binder

Person or Persons Responsible

Literacy Coach and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing Assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Literacy Coach will attend Top Score Writing Program

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach modeling plans, schedules, monthly documentation of services

Plan to Monitor Effectiveness of G2.B2.S2

Literacy Coach will attend Top Score Writing Program Training

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Scores and Assessments

G2. Increase student achievement on FCAT Writes by 20% in FY14

G2.B2 Large percentage of students below grade level and in need of remediation

G2.B2.S3 Ongoing Professional Development

Action Step 1

Purchase materials and supplies to support ongoing staff development

Person or Persons Responsible

Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Purchase orders and P card receipts

Action Step 2

Substitutes to cover classes for in-school peer observations

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas and Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Professional Development Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations, Teacher Created Lesson Plans

Plan to Monitor Effectiveness of G2.B2.S3

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Assessment Data Results

G2.B2.S4 Weekday After School and Saturday Tutorial Programs

Action Step 1

Attend Top Score Writing Training

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Fall 2013

Evidence of Completion

Agenda and Curriculum Binder

Facilitator:

Lisa Collum

Participants:

Literacy Coaches, Administrators and Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S4

Tutorial

Person or Persons Responsible

Principal, Reading Coach, Math Coach, Resource Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Student Attendance Sheets

Plan to Monitor Effectiveness of G2.B2.S4

Tutoring Program

Person or Persons Responsible

Principal, Reading Coach, Math Coach, Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Diagnostics, Mini Assessments and FCAT Results

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Professional Development Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations, Teacher Created Lesson Plans

Plan to Monitor Effectiveness of G3.B2.S1

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Assessment Data Results

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Tutorial

Person or Persons Responsible

Principal, Reading Coach, Math Coach, Resource Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Student Attendance Sheets

Plan to Monitor Effectiveness of G3.B2.S2

Tutoring Program

Person or Persons Responsible

Principal, Reading Coach, Math Coach, Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Diagnostics, Mini Assessments and FCAT Results

G3. Increase student achievement on FCAT 2.0 Math by 10% in FY 14

G3.B2 Large percentage of students below grade level and in need of remediation

G3.B2.S3 Hire a Math Coach to model lessons and monitor math program

Action Step 1

Hire Math Coach

Person or Persons Responsible

Principal

Target Dates or Schedule

FY14

Evidence of Completion

Payroll timesheets

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Math Coach

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedules, monthly documentation of services

Plan to Monitor Effectiveness of G3.B2.S3

Math Coach

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher evaluations of staff development, lesson plans, observations

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

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our Behavioral Matrix and teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

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 student achievement on FCAT 2.0 Reading by 10% in FY14

G1.B2 Large percentage of students below grade level and in need of remediation

G1.B2.S3 Ongoing Professional Development

PD Opportunity 1

NAESP National Conference

Facilitator

National Presenters

Participants

Teachers, Reading Coach, Principal

Target Dates or Schedule

July 2013

Evidence of Completion

Conference Agendas and Travel Reimbursement Packets

PD Opportunity 2

Lucy Calkins Reading and Writing Summer Institute in New York City.

Facilitator

Lucy Calkins Team

Participants

Reading Coaches

Target Dates or Schedule

June/July 2013

Evidence of Completion

Conference Agendas and Travel Reimbursement Packets

PD Opportunity 3

Common Core State .Summer Institute

Facilitator

State Representatives

Participants

Teachers and Administrators

Target Dates or Schedule

July 16 & 17, 2013

Evidence of Completion

Conference Agendas

PD Opportunity 4

Summer Preschool Inservice

Facilitator

Reading Coach and Resource Teacher

Participants

Teachers

Target Dates or Schedule

Aug 8 & 9, 2013

Evidence of Completion

Sign in Sheets and Agendas

PD Opportunity 5

Professional Development

Facilitator

Various

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

TDEs and Agendas

G2. Increase student achievement on FCAT Writes by 20% in FY14

G2.B2 Large percentage of students below grade level and in need of remediation

G2.B2.S4 Weekday After School and Saturday Tutorial Programs

PD Opportunity 1

Attend Top Score Writing Training

Facilitator

Lisa Collum

Participants

Literacy Coaches, Administrators and Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Agenda and Curriculum Binder

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement on FCAT 2.0 Reading by 10% in FY14	\$161,501
G2.	Increase student achievement on FCAT Writes by 20% in FY14	\$4,223
G3.	Increase student achievement on FCAT 2.0 Math by 10% in FY 14	\$70,583
Total		\$236,307

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Personnel	Evidence-Based Materials	Evidence-Based Program	Total
Title I	\$1,200	\$11,764	\$201,435	\$13,640	\$8,268	\$236,307
Total	\$1,200	\$11,764	\$201,435	\$13,640	\$8,268	\$236,307

Budget Details

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

G1. Increase student achievement on FCAT 2.0 Reading by 10% in FY14

G1.B1 Parent Literacy Levels

G1.B1.S1 Every Student will be provided with a Student Planner to facilitate open communication between teachers and parents

Action Step 1

Student planners

Resource Type

Evidence-Based Materials

Resource

Have student planners printed

Funding Source

Title I

Amount Needed

\$2,566

G1.B1.S2 Purchase supplies for parent involvement activities, parent resource room and parent trainings

Action Step 1

Purchase Home School Connection and Recipes for Success newsletters

Resource Type

Evidence-Based Materials

Resource

Subscription for Home School Connection and Recipes for Success Newsletters

Funding Source

Title I

Amount Needed

\$500

G1.B1.S4 Hire .5 Parent Liaison

Action Step 1

Hire .5 Parent Liaison

Resource Type

Personnel

Resource

Teacher will serve as Parent Liaison (.5)

Funding Source

Title I

Amount Needed

\$31,587

G1.B1.S6 Literacy Nights will be held at least twice during the school year to give parents tools to support their child's literacy success.

Action Step 1

Literacy Night

Resource Type

Other

Resource

Parents will learn strategies they can use with their children at home to increase literacy. Handouts and books will be provided

Funding Source

Title I

Amount Needed

\$1,200

G1.B2 Large percentage of students below grade level and in need of remediation

G1.B2.S1 Purchase classroom supplies to support instruction

Action Step 1

Purchase classroom supplies to support instruction in classroom and tutoring programs

Resource Type

Evidence-Based Materials

Resource

LLI Kits, Paper, colored pencils, materials for hands-on experiments, gloves, garden supplies, protective eye wear, ink, chart paper composition books, classroom libraries, file folders, pocket folders, envelopes, laminating film, dry erase markers, pencils, pens, scissors, post-it notes, notebooks, construction paper, tape, glue, highlighters, staples

Funding Source

Title I

Amount Needed

\$5,500

Action Step 2

Purchase Level Books for students

Resource Type

Evidence-Based Materials

Resource

Level Books

Funding Source

Title I

Amount Needed

\$2,000

G1.B2.S3 Ongoing Professional Development

Action Step 1

NAESP National Conference

Resource Type

Professional Development

Resource

Principal and team of teachers to attend NAESP National Conference

Funding Source

Title I

Amount Needed

\$5,524

Action Step 2

Lucy Calkins Reading and Writing Summer Institute in New York City.

Resource Type

Evidence-Based Program

Resource

Reading Coach will attend Summer Institute at Teachers College in New York City

Funding Source

Title I

Amount Needed

\$7,918

Action Step 3

Common Core State .Summer Institute

Resource Type

Professional Development

Resource

Team of teachers and administrators will attend Common Core State Summer Institue

Funding Source

Title I

Amount Needed

\$240

Action Step 4

Summer Preschool Inservice

Resource Type

Professional Development

Resource

Reading Coach and Reading Resource teacher will share information they learned at the summer trainings they attended in July. Teachers who attend will receive a stipend of 20.44 per hour

Funding Source

Title I

Amount Needed

\$6,000

G1.B2.S5 Hire .5 Reading Coach to supplement other .5 provided by Reading Initiative

Action Step 1

Hire .5 Reading Coach

Resource Type

Personnel

Resource

.5 Reading Coach for grades 3-5

Funding Source

Title I

Amount Needed

\$35,291

G1.B2.S6 Hire Literacy Resource Teacher to support Literacy Programs in K-2

Action Step 1

Hire Literacy Resource Teacher for K-2

Resource Type

Personnel

Resource

Literacy Resource Teacher for grades K-2

Funding Source

Title I

Amount Needed

\$63,175

G2. Increase student achievement on FCAT Writes by 20% in FY14

G2.B2 Large percentage of students below grade level and in need of remediation

G2.B2.S3 Ongoing Professional Development

Action Step 1

Purchase materials and supplies to support ongoing staff development

Resource Type

Evidence-Based Materials

Resource

Professional development books for book studies, paper, markers, chart paper, post-it notes, notebooks, binders, dividers, file folders, copy paper, toner, ink, pens, pencils, highlighters

Funding Source

Title I

Amount Needed

\$3,074

Action Step 2

Substitutes to cover classes for in-school peer observations

Resource Type

Personnel

Resource

Substitutes to cover classes for in-school peer planning and observations

Funding Source

Title I

Amount Needed

\$799

G2.B2.S4 Weekday After School and Saturday Tutorial Programs

Action Step 1

Attend Top Score Writing Training

Resource Type

Evidence-Based Program

Resource

Top Score Writing Training teaches the structure of narrative and expository essay as well as many strategies to help struggling writers.

Funding Source

Title I

Amount Needed

\$350

G3. Increase student achievement on FCAT 2.0 Math by 10% in FY 14

G3.B2 Large percentage of students below grade level and in need of remediation

G3.B2.S3 Hire a Math Coach to model lessons and monitor math program

Action Step 1

Hire Math Coach

Resource Type

Personnel

Resource

Math Coach

Funding Source

Title I

Amount Needed

\$70,583