# 2013-2014 SCHOOL IMPROVEMENT PLAN

## North Grade Elementary School

824 N K ST
Lake Worth, FL 33460
561-202-9300
www.edline.net/pages/north_grade_elementary_school

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Elementary School | Yes | 81% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 77% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| B | A | A | A |

## 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**
North Grade Elementary School

**Principal**
Nicole Patterson

**School Advisory Council chair**
Rosanne Fuentes

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

| Name | Title |
| --- | --- |
| Heather Glace | Primary Reading Coach |
| Bridgette Cleary | Math Coach |
| Kimberly Dupont | Intermediate Reading Coach |
| Angela Gonzalez | Dual Language Coach |
| Fatima Vidal | Resource Teacher |
| Rosanne Fuentes | ELL Coordinator |
| Maritza Barbieri | Assistant Principal |
| Nicole Patterson | Principal |

#### 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

Ms. Chairmaine Studdard - Chair
Ms. Rosanne Fuentes - Co- Chair
Nicole Patterson - Principal
Bethany Janke - SAC Secretary - Parent
Lisa Broadie - Teacher
Myra Scheiner - Teacher
Maria Monge - Parent
Sofia Metz - Parent
Tasha Westbrook - Parent

Christa Simmons - Parent
Ernest Anderson - Parent

**Involvement of the SAC in the development of the SIP**

The School Improvement Plan will be presented to the School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the students and the school.

**Activities of the SAC for the upcoming school year**

SAC will analyze current data of programs to determine the effectiveness of the programs and assist with creating a plan to increase parent participation. The committee will also vote on the use of School Improvement funds to increase student achievement.

**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**
Not In Compliance

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

At this current time we do not have a business partner. We are in the process of working toward a Business Partnership within our community.

## 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:**

| Nicole Patterson | | |
|---|---|---|
| Principal | Years as Administrator: 10 | Years at Current School: 2 |

| | |
|---|---|
| **Credentials** | BA-Elementary Education, Specific Learning Disabilities K-12, ESOL Endorsement, Florida Atlantic University; Master of Science, Educational Leadership, Nova Southeastern University. |
| **Performance Record** | Principal of North Grade Elementary 2012-1013: Grade A, Reading 61%, Math 67%, Writing 68%, Science 74%. There was a 16% increase in Math gains and 11% increase in Low 25% in Math. 2011-2012: Grade A, Reading Mastery 67%, Math Mastery 63%, Writing 90%, Science 68%.. Assistant Principal of Berkshire Elementary in 2010-2011: Grade A, Reading Mastery: 81%, Math Mastery: 86%, Science: 67%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math. |
| | Assistant Principal of Village Academy in 2009-2010: Grace: C, Reading Mastery 47%, Math Mastery: 62%, Science: 38%. AYP: 79% met. No subgroups met criteria in Reading or Math. |
| | Assistant Principal of Melaleuca Elementary in 2008-2009: Grade: A, Reading Mastery: 70%, Math Mastery: 74%, Science: 53%. AYP-met in all subgroups, 100% criteria. |
| | 2007-2008: Grade: B, Reading Mastery: 63%, Math Mastery: 68%, Science: 35%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math. |
| | 2006-2007: Grade: A, Reading Mastery: 65%, Math Mastery: 68%, Science: 45%. AYP: 95% met, ELL and Black subgroups did not make AYP in Reading. |
| | 2005-2006: Grade B, Reading Mastery: 72%, Math Mastery: 59%, AYP: 92% met. ELL, SWD, and Black subgroups did not make it in Math. |
| | 2004-2005: Grade B, Reading Mastery 66%, Math Mastery: 58%, AYP: 100% met. |

| **Maritza Barbieri** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 4 |

| **Credentials** | BA Elementary Education<br>MA. Educational Leadership<br>ESOL Certification |
|---|---|
| **Performance Record** | For School Year 2013, North Grade earned a rating of an A. With Reading Mastery 61%, Math Mastery 67%, Writing 68%, Science 74%<br>FY 2010-2012 ESOL coordinator North Grade earned a rating of an A.<br>FY 2010-2008 Restructuring Team with Keith Oswald. Primarily working with Pahokee Elementary in which went from and F rating to an A in 2010.<br>Prior to 2009 a part of Multicultural Department lending support to dual language schools to assure that implementation was addressed with fidelity. |

### Instructional Coaches

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| **Bridgette Cleary** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 2 |
| **Areas** | Mathematics | |

| **Credentials** | Degree:<br>BS in Exceptional Education - concentration in mathematics<br>Certification:<br>Elementary Education and Special Education |
|---|---|
| **Performance Record** | Math Coach at North Grade Elementary 2012-2013: Grade A and the all around Math Mastery of 63%. 16% increase in Math learning gains and 11% in Math Lowest 25% |

| Heather Glace | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |

| **Areas** | Reading/Literacy |
|---|---|
| **Credentials** | Degrees:<br>BA - Elementary Education @ Florida Atlantic University<br>Certification: Education K-6<br>ESOL Endorcement<br>ClinEd |

**Performance Record**

## Classroom Teachers

**# of classroom teachers**
67

**# receiving effective rating or higher**
67, 100%

**# Highly Qualified Teachers**
100%

**# certified in-field**
65, 97%

**# ESOL endorsed**
51, 76%

**# reading endorsed**
2, 3%

**# with advanced degrees**
24, 36%

**# National Board Certified**
3, 4%

**# first-year teachers**
3, 4%

**# with 1-5 years of experience**
13, 19%

**# with 6-14 years of experience**
34, 51%

**# with 15 or more years of experience**
17, 25%

## Education Paraprofessionals

**# of paraprofessionals**
6

### # Highly Qualified

0, 0%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

6

### # 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

1. Hire highly qualified teachers. Principal
2. Partner New Teachers with mentor staff. Assistant Principal
3. Work with area recruitment specialist to recruit new staff. Principal
4. Participate in District Job Fairs. Principal

## 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

A plan has been developed to support beginning teachers. The plan includes; completing the district educator support program(ESP), Coaching cycle provided by literacy and math coaches as needed, allow teachers the opportunity to gain experiences by peer observations, meeting monthly or as needed to support and discuss effective teaching strategies, management, or any other support that is needed, and participate in district and school based professional development.
In addition each beginning teacher is provided with necessary materials and deadlines that the district has mandated for all beginning teachers. They are also appointed a mentor teacher that has Clin Ed certified outside of the teachers grade level.

## 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

Teacher met with the Administration, RTI Coordinator, ESOL Coordiantor, Reading Coaches to discuss the daily expectations for the iii block and Tier 1 instruction during the 90 minute literacy block and the math block. These expectations included appropriate interventions and ways to identify students who need Tier 2. Administrators monitor the fidelity of Tier 1, 2 and 3 instruction daily through the utilization of iobservation (Classroom walkthroughs, formal and informal observations). Coaches monitor Tier 1, 2 and 3 instruction through walkthroughs, weekly planning with subject areas and implementation of the coach and implementation of the coaching model. To monitor the fidelity of and progress of students regarding their goal teachers will keep accurate records of the days that the intervention is provided and scores of the weekly assessment for academic concerns and behavior documentation for behavior concerns. This

is monitored by the RTI coordinator and Administration. The team will meet every Tuesday of every week participants will be invited as needed based on concerns being addressed.

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

Principal /Assistant Principal: Provide a common vision for the use of data-based decision making, ensure the SBT is implementing RTI. Ensure the use of data when making decisions. Ensure that RTI Leadership team attends appropriate professional development, communicates with parents regarding the RTI goals, interventions and plans as needed. Communicates with parents as needed.
School Based Team Leader (Bridgette Cleary): Facilitates SBT meetings helps develop plans for interventions. Helps implement Tier 3 interventions and monitors that interventions are being administered as scheduled, and assists with data collection.and turns in plans as scheduled. Monitors the progress of student plans.
Guidance Counselor: Coordinates school activities with outside social agencies, provides small group and individual counseling as needed. Serves as team member as appropriate.
Reading and Math Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic pattern of student need while working district personnel. Assists in the design and development of professional development.Help develop plans for interventions as needed, assists with data collection, support the implementation of Tier 2 and Tier 3 interventions.
School Psychologists: Assists with the development of intervention plans. Provides professional development and technical assistance for data collection, data analysis, intervention planning, and program evaluations.
ESE Contact/ Teacher: Develops plans for interventions, assists with data collection, and supports the implementation of Tier 2 and Tier 3 interventions. Helps integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers.
Speech Language Pathologists: Educates the team in the role language plays in curriculum, assessment and instruction. Assissts in the selection of screening measures and helps identify systematic patterns of student need with respect to language skills.
ESOL/Dual Language Coordinator: Provides guidance on the development of language aquisition of ELL students. Presents and interprets student data contained within the LEP folder.
The SBT include all the people above as well as the speech pathologist and the child's teacher. Parents, school nurse, SAI teachers and outside agencies will be invited on a case by case basis. The SBT uses a variety of data to identify students at risk academically and for behavior. Such forms of data include but are not limited to attendance, RRR, FCAT, Diagnostic scores, Pupil progression, classroom behavior plans, and discipline referrals. In addition, teachers are asked to bring student work samples and conferring notes.

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

Core instruction, intensive instruction and supplemental instruction is monitored by administration, coaches, RTI coordinator and the guidance counselor on a daily basis. Administration receives weekly reports from the RTI Coordinator and the Guidance Counselor when someone fails to turn in required documentation for tier 2 and tier 3. In addition to monitoring daily instruction, school and district assessments monitor that the core instruction is meeting the needs for all students.

**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**

Data sources and data management system are used to summarize data at each tier for reading, math, science and writing include the district's Educational Data Warehouse (FCAT, Diagnostic Tests, K-5

Litteracy Assessment System, Palm Beach Writes, Scholastic Reading Inventory, etc.) the state's Progress Monitoring and reporting Network and Easy CBM. The data sources and systems used to summarize behavior include individualized behavior plans, anecdotal notes, and TERMS for discipline referral data. In addition, teachers will be asked to bring data collection sheets for individual students.

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

In September K through fifth grade teachers will be trained on the School Based Team Referral procedures. Teachers will review SBT intervention packets and will discuss the process. The SBT chair will direct teachers to ask questions in the future regarding the referral process to her or the ESE cordinator. Parents will be educated on the MTSS process in a variety of venues which include Curriculum Night, SAC and by teacher upon referral to the SBT.

## 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:** 2,520

Lowest 25% of students not reaching proficiency in all tested areas will receive content based remediation through vocabulary development, hands on activities and research based programs

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Pre-Test to determine proficiency and post-test at the completion of the 14 weeks. Also EDW reports will reflect any progress made.

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

Administration

## Literacy Leadership Team (LLT)

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

| Name | Title |
|---|---|
| Nicole Patterson | Principal |
| Maritza Barbieri | Assistant Principal |
| Kimberly Dupont | Int. Reading Coach |
| Heather Glace | Primary Reading Coach |
| Angela Gonzalez | Dual Language Coach |

| Name | Title |
|------|-------|
| Fatima Vidal | Resource Teacher |

**How the school-based LLT functions**

The school based Literacy Leadership Team meets monthly to discuss Literacy needs and activities to establish a common school culture of reading expectations within the school, as well as, look at student data and trends based on school and district assessments, classroom walkthroughs, and teacher need surveys to determine specific needs, provide support and professional development.
Principal and Assistant Principal articulate literacy as a priority and engage in meaningful dialogue with staff about research based literacy practices and classroom implementation.
Reading/Dual Language Coaches will provide direct support to teachers in the implementation of the school and district based literacy programs and strategies.

**Major initiatives of the LLT**

Some of the major initiatives of the LLT this year will be to build leveled classroom libraries to promote more effective independent reading within the 90 min literacy block and for teachers to have a strong foundation of all of the components of the Balanced Literacy program. The Fountas and Pinnell reading levels will be used to level the libraries.

## Every Teacher Contributes to Reading Instruction

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

n/a

## 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**

At North Grade Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:
- Literacy Night, Math Night, Science Night, Curriculum Night
- Kindergarten Round-up
North Grade Elementary will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Student and parents will be invited back to attend Kindergarten round-up. Within the first 30 days of kindergarten, all students will be assessed using FLKRS ( Florida Kindergarten Readiness Screener ) and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academics and behavioral instruction will be included through guided and independent practice and modeling.

## College and Career Readiness

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

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

n/a

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

n/a

**Strategies for improving student readiness for the public postsecondary level**

n/a

# 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 | 68% | 61% | No | 72% |
| American Indian | | | | |
| Asian | 93% | | No | 93% |
| Black/African American | 63% | 65% | Yes | 66% |
| Hispanic | 61% | 48% | No | 65% |
| White | 80% | 80% | Yes | 82% |
| English language learners | 46% | 29% | No | 51% |
| Students with disabilities | 43% | 31% | No | 48% |
| Economically disadvantaged | 61% | 53% | No | 65% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 76 | 22% | 30% |
| Students scoring at or above Achievement Level 4 | 128 | 38% | 42% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 35% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 70% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 222 | 66% | 70% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 40 | 64% | 70% |

**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) | 95 | 39% | 43% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | | |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | | |

**Postsecondary Readiness**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

## 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 | 85 | 66% | 85% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 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 | 67% | 67% | Yes | 70% |
| American Indian | | | | |
| Asian | 85% | | No | 87% |
| Black/African American | 47% | 63% | Yes | 52% |
| Hispanic | 66% | 61% | No | 69% |
| White | 77% | 80% | Yes | 79% |
| English language learners | 55% | 51% | No | 60% |
| Students with disabilities | 48% | 40% | No | 54% |
| Economically disadvantaged | 61% | 62% | Yes | 65% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 97 | 29% | 34% |
| Students scoring at or above Achievement Level 4 | 126 | 37% | 42% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | *[data excluded for privacy reasons]* | 100% |
| Students scoring at or above Level 7 | | *[data excluded for privacy reasons]* | 0% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 256 | 76% | 80% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 42 | 73% | 78% |

## 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 | 29 | 30% | 35% |
| Students scoring at or above Achievement Level 4 | 38 | 40% | 45% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | *[data excluded for privacy reasons]* | 0% |
| Students scoring at or above Level 7 | | *[data excluded for privacy reasons]* | 0% |

## 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) | 8 | | 12 |
| Participation in STEM-related experiences provided for students | 792 | 80% | 83% |

## Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | | | |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | | | |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | | |
| Students taking CTE industry certification exams | | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

## Area 7: Social Studies

### U.S. History End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

### Civics End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## 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 | 28 | 3% | 1% |
| Students retained, pursuant to s. 1008.25, F.S. | 5 | 0% | 0% |
| Students who are not proficient in reading by third grade | 64 | 50% | 40% |
| Students who receive two or more behavior referrals | 14 | 1% | 0% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 10 | 1% | 0% |

### Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students who fail a mathematics course | | | |
| Students who fail an English Language Arts course | | | |
| Students who fail two or more courses in any subject | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

## 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

Increase Parental Communication, behavior and steady attendance between home and school to increase student achievement.

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Increase parent involvement by 5% at all parent events. | 525 | 70% | 75% |

## Area 10: Additional Targets

### Additional targets for the school

North Grade will infuse the content required by Florida Statue 1003.42(2) and School Board 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, and Sacrifices of Veterans.

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| North Grade teachers will infuse the content required by Florida Statute 1003.42(2) and S.B.policy 2.09 (8)(b), OR specific statute content is listed to address this year. | 750 | 100% | 100% |

# Goals Summary

**G1.** Student achievement will increase as parent involvement and volunteers increases.

**G2.** Increase students overall content proficiency to reach high standards through quality rigorous instruction.

**G3.** Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.

# Goals Detail

**G1.** Student achievement will increase as parent involvement and volunteers increases.

### Targets Supported

### Resources Available to Support the Goal

- Parental Involvement

### Targeted Barriers to Achieving the Goal

- Many parents work multiple jobs limiting their available time, phone numbers change, language barrier, and lack basic skills to academically support their children.

## Plan to Monitor Progress Toward the Goal

Pre-Post Assessments, RRR, Diagnostics, FCAT Communication through student agendas and parent conferences Accessibility of parent resource room VIPS

### Person or Persons Responsible

Administration, parents, teachers, guidance, volunteers

### Target Dates or Schedule:

during and after school through out the academic school year

### Evidence of Completion:

VIPS, Conference notes, sign-in sheets, data analysis student achievement increases when parent involvement increases

**G2.** Increase students overall content proficiency to reach high standards through quality rigorous instruction.

### Targets Supported

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

- Writing

- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

### Resources Available to Support the Goal

- LLI kits

- Research based technology programs to enhance proficiency. such as, Ticket to Read and Learning to Read

### Targeted Barriers to Achieving the Goal

- Insufficient amount of time in the instructional day for remediation.

- Level appropriate reading material for all classroom libraries according to Fontas and Pinnell.

## Plan to Monitor Progress Toward the Goal

The implementation of research based intervention programs to increase proficiency.

### Person or Persons Responsible
Administration

### Target Dates or Schedule:
After District Diagnostics Scores

### Evidence of Completion:
EDW Reports

**G3.** Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.

### Targets Supported

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

- Writing

- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM - All Levels

### Resources Available to Support the Goal

- Substitutes and the Professional Development to allow teachers with time to better understand standards and have a common planning session.

### Targeted Barriers to Achieving the Goal

- Resistant to independently analyze and apply students data to drive instruction

- Consistent use of the gradual release model in everyday instruction.

- Willingness to dedicate extended amounts of time to understand standards and implementing grade level appropriate instruction through Spanish and English workshops, professional development and conferences.

### Plan to Monitor Progress Toward the Goal

Attend district trainings, Coaching Logs, Lesson Plans, Learning team meeting agendas and notes, Professional Development agenda and notes

### Person or Persons Responsible

Administration and Academic Coaches

### Target Dates or Schedule:

Learning Team Meetings, Collaborative Planning, and Professional Development

### Evidence of Completion:

Increased student achievement i observation

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Student achievement will increase as parent involvement and volunteers increases.

**G1.B1** Many parents work multiple jobs limiting their available time, phone numbers change, language barrier, and lack basic skills to academically support their children.

**G1.B1.S1** To enhance home-school communication by having parents sign their child's Student Agenda daily,ongoing communication with flyers, parent link, and newsletters; Parent Resource Center will provide computer access, homework assistance and community resource assistance along with Guidance to provide resources for social needs involving family services for different needs, such as, bullying, overcoming grief, poverty, divorce, death, etc.

### Action Step 1

Increase parent involvement

#### Person or Persons Responsible

Parent Resource Room, Classroom teachers and parents

#### Target Dates or Schedule

daily

#### Evidence of Completion

parent signatures/ sign in logs VIPS/Agenda's/SEQ

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

Pre-Post Assessments, RRR, Diagnostics, FCAT Communication through student agendas and parent conferences Accessibility of parent resource room VIPS

#### Person or Persons Responsible

Administration, Resource teachers, Guidanace

#### Target Dates or Schedule

Through out the academic school year

#### Evidence of Completion

VIPS Conference notes Resource room sign-in sheets

**Plan to Monitor Effectiveness of G1.B1.S1**

Pre-Post Assessments, RRR, Diagnostics, FCAT Communication through student agendas and parent conferences Accessibility of parent resource room VIPS

### Person or Persons Responsible

Administration, Resource teachers, Classroom teachers, Coach, Guidance,

### Target Dates or Schedule

Through out the academic school year

### Evidence of Completion

Conference Notes Meeting sign-in sheets VIPS Data Analysis

**G2.** Increase students overall content proficiency to reach high standards through quality rigorous instruction.

**G2.B1** Insufficient amount of time in the instructional day for remediation.

**G2.B1.S1** Resource teachers, coaches and tutorial teachers will provide remediation of students not reaching proficiency during the school day and after school.

### Action Step 1

Intensive remediation by pull-out of students that are not reaching proficiency through the implementation of LLI and after school tutorial

### Person or Persons Responsible

Administration, Academic Coaches, afterschool tutorial teachers

### Target Dates or Schedule

During the Instructional day provided that waivers have been signed.

### Evidence of Completion

Running Reading Record Assessments and Diagnostic Reports

### Facilitator:

District Reading Specialist

### Participants:

K-5 teachers

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

LLI pull-out groups Fundations Tutorial

### Person or Persons Responsible

Administration/ Academic Coaches/ tutorial teachers

### Target Dates or Schedule

After updated RRR and after District Diagnostics Scores are available.

### Evidence of Completion

RRR and Diagnostics

**Plan to Monitor Effectiveness of G2.B1.S1**

Small Group Lesson Plan

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Bi Weekly

### Evidence of Completion

Increased student achievement

**G2.B2** Level appropriate reading material for all classroom libraries according to Fontas and Pinnell.

**G2.B2.S1** To provide Professional Development and training to teachers using the Readers Workshop approach.

### Action Step 1

Providing Professional Development on Classroom libraries and readers workshop model

**Person or Persons Responsible**

Lucy Caulkins and ReadingCoaches

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

Student Achievement and proficiency on SSS and FCAT, iobservations

**Facilitator:**

Teachers College at Columbia and Reading Coaches

**Participants:**

K - 5 teachers

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

Providing Professional Development on Classroom libraries and readers workshop model

**Person or Persons Responsible**

k - 5 teachers

**Target Dates or Schedule**

throughout the year

**Evidence of Completion**

Student proficiency and teacher observations

**Plan to Monitor Effectiveness of G2.B2.S1**

libraries are completed appropriately and that the workshop model is implemented with fidelity

### Person or Persons Responsible

administration and coaches

### Target Dates or Schedule

through out the year

### Evidence of Completion

iobservations and proficiency

**G3.** Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.

**G3.B1** Resistant to independently analyze and apply students data to drive instruction

**G3.B1.S1** Data analysis of common assessments given to find the strengths and weaknesses to proceed with more specific differentiated instruction.

### Action Step 1

common assessments Running Reading records Rubrics

### Person or Persons Responsible

Academic Coaches Administration

### Target Dates or Schedule

Learning Team Meetings following all assessments

### Evidence of Completion

Increase in student achievement

### Facilitator:

Administrators, Academic Coaches, Professional Development Team

### Participants:

Instructional Staff

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

EDW reports and Data Analysis

### Person or Persons Responsible

Administration and Academic Coaches

### Target Dates or Schedule

After each posted assessment

### Evidence of Completion

EDW reports and Chapter Test Data Analysis

**Plan to Monitor Effectiveness of G3.B1.S1**

Item Analysis RRR CORE K-12 Unit Assessments

### Person or Persons Responsible

Administration and Academic Coaches

### Target Dates or Schedule

Learning Team Meetings and Academic Leadership meetings

### Evidence of Completion

EDW Reports and Data Analysis

**G3.B2** Consistent use of the gradual release model in everyday instruction.

**G3.B2.S1** Provided professional development and support of the gradual release model.

### Action Step 1

Professional Development Learning Team Meeting Peer Coaching Collaborative Planning

**Person or Persons Responsible**

Administration and Academic Coaches

**Target Dates or Schedule**

Professional Development Days, Learning Team Meetings, Peer Learning Walks

**Evidence of Completion**

Classroom Walkthroughs Student artificats

**Facilitator:**

Administrators, Professional Development Team, Academic Coaches

**Participants:**

All instructional Staff

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

Observe daily instruction using the gradual release model.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly Classroom walkthroughs

**Evidence of Completion**

i observation

**Plan to Monitor Effectiveness of G3.B2.S1**

Coaching Cycle Observe the implementation of the gradual release model

### Person or Persons Responsible

Administration and Academic Coaches

### Target Dates or Schedule

Weekly Walkthroughs, Coaching cycle Peer Chats

### Evidence of Completion

i Observaion Coaches Weekly log Student Engagement Student artifacts

**G3.B3** Willingness to dedicate extended amounts of time to understand standards and implementing grade level appropriate instruction through Spanish and English workshops, professional development and conferences.

**G3.B3.S1** Provide time through all day collaborative planning, Learning Team Meetings, and professional development with support from administration and academic coaches.

### Action Step 1

Analyze Data Analyze benchmarks to reach a better understanding of what needs to be taught Develop a plan for implementation

### Person or Persons Responsible

Administration, Academic Coaches

### Target Dates or Schedule

Collaborative Planning. Professional Development, Coaching Cycle, Learning Team Meeting, Dual Language Conferences

### Evidence of Completion

Student Achievement i observation Coaching Logs

### Facilitator:

Academic Coaches, Professional Development Team, Presenters

### Participants:

All Instructional Staff

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Collaborative Planning Notes Lesson Plans Professional Development Agendas

**Person or Persons Responsible**

Administration and academic coaches

**Target Dates or Schedule**

Collaborative planning, Learning Team Meetings, Professional Development

**Evidence of Completion**

Increased Student Achievement i observation

**Plan to Monitor Effectiveness of G3.B3.S1**

Lesson Study Implementation of Marzano's Effective teaching strategies

**Person or Persons Responsible**

Administration and Academic Coaches

**Target Dates or Schedule**

Collaborative Planning, Learning team Meetings, Professional Development

**Evidence of Completion**

Lesson Plans for content area Scales and Tracking of student success Increased Achievement districted madated assessments

## 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**

North Grade receives additional funds from Title 1 for personnel, supplies, staff development, parent involvement and tutoring. District Migrant Liasion provides additional services and support to students and parents if needed. The District receives funds for this program and are coordinated through the district. The district receives supplement funds for the improvement and development of staff through Title II for professional growth. District receives supplement funds for improving basic education programs through the purchase of small equipment to supplement educational program and new technology. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Services are provided by Title III through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Funding from the district fro an SAI teacher gives additional instruction to our third grade students in reading. District-wide implementation of Single School Culture, as well as, Appreciation of Multicultural Diversity to assist in violence prevention. In order to provide nutritional programs, a free breakfast program is offered to all students, regardless of socioeconomic status.

## 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.*

**G2.** Increase students overall content proficiency to reach high standards through quality rigorous instruction.

**G2.B1** Insufficient amount of time in the instructional day for remediation.

**G2.B1.S1** Resource teachers, coaches and tutorial teachers will provide remediation of students not reaching proficiency during the school day and after school.

### PD Opportunity 1

Intensive remediation by pull-out of students that are not reaching proficiency through the implementation of LLI and after school tutorial

**Facilitator**

District Reading Specialist

**Participants**

K-5 teachers

**Target Dates or Schedule**

During the Instructional day provided that waivers have been signed.

**Evidence of Completion**

Running Reading Record Assessments and Diagnostic Reports

**G2.B2** Level appropriate reading material for all classroom libraries according to Fontas and Pinnell.

**G2.B2.S1** To provide Professional Development and training to teachers using the Readers Workshop approach.

### PD Opportunity 1

Providing Professional Development on Classroom libraries and readers workshop model

**Facilitator**

Teachers College at Columbia and Reading Coaches

**Participants**

K - 5 teachers

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

Student Achievement and proficiency on SSS and FCAT, iobservations

**G3.** Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.

**G3.B1** Resistant to independently analyze and apply students data to drive instruction

**G3.B1.S1** Data analysis of common assessments given to find the strengths and weaknesses to proceed with more specific differentiated instruction.

### PD Opportunity 1

common assessments Running Reading records Rubrics

**Facilitator**

Administrators, Academic Coaches, Professional Development Team

**Participants**

Instructional Staff

**Target Dates or Schedule**

Learning Team Meetings following all assessments

**Evidence of Completion**

Increase in student achievement

**G3.B2** Consistent use of the gradual release model in everyday instruction.

**G3.B2.S1** Provided professional development and support of the gradual release model.

### PD Opportunity 1

Professional Development Learning Team Meeting Peer Coaching Collaborative Planning

#### Facilitator

Administrators, Professional Development Team, Academic Coaches

#### Participants

All instructional Staff

#### Target Dates or Schedule

Professional Development Days, Learning Team Meetings, Peer Learning Walks

#### Evidence of Completion

Classroom Walkthroughs Student artificats

**G3.B3** Willingness to dedicate extended amounts of time to understand standards and implementing grade level appropriate instruction through Spanish and English workshops, professional development and conferences.

**G3.B3.S1** Provide time through all day collaborative planning, Learning Team Meetings, and professional development with support from administration and academic coaches.

### PD Opportunity 1

Analyze Data Analyze benchmarks to reach a better understanding of what needs to be taught Develop a plan for implementation

#### Facilitator

Academic Coaches, Professional Development Team, Presenters

#### Participants

All Instructional Staff

#### Target Dates or Schedule

Collaborative Planning. Professional Development, Coaching Cycle, Learning Team Meeting, Dual Language Conferences

#### Evidence of Completion

Student Achievement i observation Coaching Logs

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

| Goal | Description | Total |
|------|-------------|-------|
| G1. | Student achievement will increase as parent involvement and volunteers increases. | $14,486 |
| G2. | Increase students overall content proficiency to reach high standards through quality rigorous instruction. | $155,324 |
| G3. | Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English. | $30,000 |
| | Total | $199,810 |

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

| Funding Source | Evidence-Based Program | Total |
|----------------|------------------------|-------|
| Title 1 | $164,810 | $164,810 |
| Title I | $35,000 | $35,000 |
| Total | $199,810 | $199,810 |

**Budget Details**

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

**G1.** Student achievement will increase as parent involvement and volunteers increases.

**G1.B1** Many parents work multiple jobs limiting their available time, phone numbers change, language barrier, and lack basic skills to academically support their children.

**G1.B1.S1** To enhance home-school communication by having parents sign their child's Student Agenda daily,ongoing communication with flyers, parent link, and newsletters; Parent Resource Center will provide computer access, homework assistance and community resource assistance along with Guidance to provide resources for social needs involving family services for different needs, such as, bullying, overcoming grief, poverty, divorce, death, etc.

### Action Step 1

Increase parent involvement

#### Resource Type

Evidence-Based Program

#### Resource

Student Agendas, Parent laision for Parent Universities, Supplies for Parent Resource Center and Parent Training's to include food and materials for parent trainings, such as, paper,copy ink, folders, Rosetta Stone software in English and Spanish, resource materials and books dealing with bullying, grief, poverty, divorce and death

#### Funding Source

Title 1

#### Amount Needed

$14,486

**G2.** Increase students overall content proficiency to reach high standards through quality rigorous instruction.

**G2.B1** Insufficient amount of time in the instructional day for remediation.

**G2.B1.S1** Resource teachers, coaches and tutorial teachers will provide remediation of students not reaching proficiency during the school day and after school.

### Action Step 1

Intensive remediation by pull-out of students that are not reaching proficiency through the implementation of LLI and after school tutorial

#### Resource Type

Evidence-Based Program

#### Resource

.5 Reading Coach, .5 classroom resource teacher, purchase of LLI Kits, after school tutorial, Ticket to Read, V Math Computer software

#### Funding Source

Title 1

#### Amount Needed

$120,324

**G2.B2** Level appropriate reading material for all classroom libraries according to Fontas and Pinnell.

**G2.B2.S1** To provide Professional Development and training to teachers using the Readers Workshop approach.

### Action Step 1

Providing Professional Development on Classroom libraries and readers workshop model

#### Resource Type

Evidence-Based Program

#### Resource

.5 Professional Development Resource teacher, Professional Development through Readers and Writers workshop training at Teachers College in New York, Writing Units of Study, Fountas & Pinnell library leveling software, A-Z software, color printer for PD

#### Funding Source

Title I

#### Amount Needed

$35,000

**G3.** Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.

**G3.B3** Willingness to dedicate extended amounts of time to understand standards and implementing grade level appropriate instruction through Spanish and English workshops, professional development and conferences.

**G3.B3.S1** Provide time through all day collaborative planning, Learning Team Meetings, and professional development with support from administration and academic coaches.

### Action Step 1

Analyze Data Analyze benchmarks to reach a better understanding of what needs to be taught Develop a plan for implementation

#### Resource Type

Evidence-Based Program

#### Resource

Professional Development through Englsih and Dual Language conferences, such as, NABE, LaCosecha, District Language Conference

#### Funding Source

Title 1

#### Amount Needed

$30,000