

2013-2014 SCHOOL IMPROVEMENT PLAN

Northside Elementary School
2001 NORTHSIDE DR
Panama City, FL 32405
850-767-1506

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 73% |
| Alternative/ESE Center No | Charter School No | Minority Rate 36% |

School Grades History

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

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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

Northside Elementary School

Principal

Amy Harvey

School Advisory Council chair

Maria McCalister

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

| Name | Title |
|-------------------|--------------------------|
| Rhonda Woodward | Administrative Assistant |
| Katrina Ensminger | Intervention Teacher |
| Alison Allen | 1st Grade Teacher |
| Tammy Mixon | 2nd Grade Teacher |
| Angel Cox | 3rd Grade Teacher |
| Marcy Burnette | 4th Grade Teacher |
| Deborah McDaniel | 5th Grade Teacher |
| Ginger White | ESE Teacher |
| Kelly Lewis | Kindergarten Teacher |
| Amy Harvey | Principal |

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

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

The majority of the Northside SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, educational support employees, parents, and other business and community members.

Amy Harvey (Principal) Jennifer Rollins (Media Specialist) Kelly Lewis (Primary Teacher) Andrea Banks (Intermediate Teacher), Alma Engle (support staff), Heidi Fowler (support staff), Maria McCalister

(parent, SAC Chair), Walter Akins (parent, SAC Co-Chair), Secretary (Alison Allen, teacher) Community/Business Members (2), Parents (18)

Involvement of the SAC in the development of the SIP

The SAC assists in the formulation, implementation and monitoring of the school improvement plan. This includes a review of relevant data, identification of problem areas, development of improvement strategies, monitoring implementation of strategies and making adjustments throughout the year based on new data.

Activities of the SAC for the upcoming school year

The SAC will act as an advisory body to school administrators; providing community members a vehicle for shared decision-making concerning school affairs. The SAC will provide community members a means for understanding school, district and state educational issues.

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

As of this date, there are no School Advisory Funds available.

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

Recruitment of minority and low socioeconomic members to the Northside SAC was done through Orientation, advertisement in the school newsletter, Title I Parent Meeting, Open House, and IRIS Messages.

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:

Amy Harvey

Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Masters, Educational Leadership
 Certifications: Elementary (K-6), Math (5-9), Business (6-12),
 Educational Leadership (all levels), School Principal (all levels)

Performance Record

2012-2013 Northside Elementary: School Grade: B, Reading: 64%, Math: 56%, Science: 47%, Writing: 49%, Learning Gains Reading: 68%, Learning Gains Math: 74%, Lowest 25% Learning Gains Reading: 75%, Lowest 25% Learning Gains Math: 73%
 2011-2012 Northside Elementary: School Grade: A, Reading: 64%, Math: 60%, Science: 53%, Writing: 81%, Learning Gains Reading: 76%, Learning Gains Math: 55%, Lowest 25% Learning Gains Reading: 76%, Lowest 25% Learning Gains Math: 55%

Rhonda R. Woodward

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Specialist in Education Education Leadership & Policy
 Masters Mathematics Education
 Bachelors Elementary Education
 Certifications
 Educational Leadership (All Levels)
 School Principal (all Levels)
 Elementary Education (grades 1-6)
 Physical Education (grades K-12)
 English for Speakers of other Languages (endorsement)

Performance Record

2012-2013 C.C. Washington Academy
 School Improvement Rating Incomplete
 2011-2012 C.C. Washington Academy
 School Improvement Rating Incomplete
 2010-2011: of C. C. Washington Academy
 School Improvement Rating: Maintaining, Reading 48% learning gains, Math 63% learning gains; Writing 94%; AYP 64%;
 2009-2010: School Grade C, 71% Reading Mastery, 70% Mathematics Mastery, 75% Writing Mastery, 44% Science Mastery, AYP: No, White, Black, Economically Disadvantaged, and Students with Disabilities failed to make AYP in Reading and Mathematics. 2008-2009: School Grade A. 80% Reading Mastery, 78% Mathematics Mastery, 74% Writing Mastery, 50% Science Mastery. AYP No, Students with Disabilities failed to make AYP in Reading while Black students and Economically Disadvantaged Students failed to make AYP in Mathematics,
 2007-2008: School Grade B. 78% Reading Mastery, 76% Mathematics Mastery, 42% Writing Mastery, 34% Science Mastery. AYP No, Black students and Students with Disabilities failed to make AYP in Reading and Mathematics. 2006-2007: School Grade C. 73% Reading Mastery, 61% Mathematics Mastery, 50% Writing Mastery, 22% Science Mastery. AYP No, Black students, Economically Disadvantaged Students and Students with Disabilities failed to make AYP in Mathematics. 2005-2006: School Grade C. 76% Reading Mastery, 65% Mathematics Mastery, 46% Writing Mastery, Science Mastery N/A. AYP No, Black students and Students with Disabilities failed to make AYP in Mathematics.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| | | |
|----------------------------|--|----------------------------|
| Misty Elkins | | |
| Part-time / District-based | Years as Coach: 4 | Years at Current School: 2 |
| Areas | Reading/Literacy | |
| Credentials | Elementary Education, BS Certified: Elementary Ed 1-6 Endorsements: Reading and ESOL | |
| Performance Record | Highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts. | |
| Tracy Rogers | | |
| Part-time / District-based | Years as Coach: 2 | Years at Current School: 1 |
| Areas | Reading/Literacy | |
| Credentials | BS & FL certification Elementary Education 1-6 MS & FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014 | |
| Performance Record | Highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts. | |
| Karen Beck | | |
| Part-time / District-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | RtI/MTSS | |
| Credentials | B.S. Elementary Education Certified Elementary 1 - 6 Educational consultant for Houghton Mifflin Harcourt (Per diem/4 years) Lead tutor for SES program (2007 - 2012) Classroom teacher for 28 years Full time inclusion teacher for 14 years Currently working on Reading Endorsement | |
| Performance Record | I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement. | |

| Margo Anderson | | |
|----------------------------|--|----------------------------|
| Part-time / District-based | Years as Coach: 2 | Years at Current School: 1 |
| Areas | Reading/Literacy | |
| Credentials | M.A. Language and Literature B.A. English Reading Endorsement (last component to be completed Oct 2013) 6-12 Secondary English certification | |
| Performance Record | Highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement. | |

Classroom Teachers

| | |
|---|----------|
| # of classroom teachers | 41 |
| # receiving effective rating or higher | 41, 100% |
| # Highly Qualified Teachers | 100% |
| # certified in-field | 41, 100% |
| # ESOL endorsed | 17, 41% |
| # reading endorsed | 8, 20% |
| # with advanced degrees | 12, 29% |
| # National Board Certified | 1, 2% |
| # first-year teachers | 6, 15% |
| # with 1-5 years of experience | 15, 37% |
| # with 6-14 years of experience | 9, 22% |
| # with 15 or more years of experience | 11, 27% |

Education Paraprofessionals

of paraprofessionals

18

Highly Qualified

18, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

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

Review district qualified teacher applicants and hire only highly qualified teachers. (Principal/Assistant Principal)

Pair new teachers with grade level chair for continuous support. (Principal/Assistant Principal)

Provide opportunities for continuous professional development. (Principal/Assistant Principal)

New teachers will participate in Bay District's New Teacher Induction Program. (Assistant Principal/District Staff)

Teachers requiring extra support will be assigned a Bay District Classroom Coach. (Principal/District Staff)

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

All first, second and third year teachers will be paired with a school based mentor (grade level chair) and a district assigned mentor through the New Teacher Induction Program. Planned mentoring activities include: participation in weekly planning meetings, opportunities for classroom observations, professional development in areas of weakness and interest, and classroom support to include instructional modeling, analyzing student work/data, lesson planning, classroom management, developing assessments, effective communication and problem solving.

Teacher School Based Mentor District Mentors

Carla Santiny, 3rd year Kelly Lewis Daphne Graham/Terri Lowe

Elbert Stewert, 3rd year Angel Cox Daphne Graham/Terri Lowe

Kristen Dautzenberg, 3rd year Marcy Burnette Daphne Graham/Terri Lowe

Karinia Basford, 3rd year Kelly Lewis Daphne Graham/Terri Lowe

Nina Cooper, 3rd year Alison Allen Daphne Graham/Terri Lowe

Deborah Doctor, 3rd year Ginger White Daphne Graham/Terri Lowe

Jennifer Hornkohl, 2nd year in Bay Angel Cox Daphne Graham/Terri Lowe

Deborah McDaniel, 2nd year Katrina Ensminger Daphne Graham/Terri Lowe

Kaitlin Nixon, 1st year Kelly Lewis Daphne Graham/Terri Lowe

Hope Sprayberry, 1st year Tammy Mixon Daphne Graham/Terri Lowe

Mary Wood, 1st year Angel Cox Daphne Graham/Terri Lowe

Natalie Guillen, 1st year Marcy Burnette Daphne Graham/Terri Lowe
 Cody Smith, 1st year Katrina Ensminger Daphne Graham/Terri Lowe

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 purpose of both the School-Based Leadership Team (SBLT) and the MTSS Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The teams review school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to demonstrate mastery of the CCSS and improve other long-term outcomes (behavior, attendance, etc.). The teams use a collaborative problem solving approach and ALL decisions are guided by the review and analysis of student data.

The SBLT will work collaboratively with the MTSS Team and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that

match students' non-mastery of skills through:

- o Tutoring during the day in small group pull-outs in reading and math
- o Extended Learning Programs before, during, and after school
- o 30 minutes of remediation/enrichment built into the daily schedule (computer lab)

- Determine scheduling needs, curriculum materials and intervention resources based on identified needs

derived from data analysis

- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned

with the SIP goals

- Determine allocations of funding/resources determined to have the highest effect on student achievement

- Review and interpret student data (academic, behavior and attendance) at the school and grade levels

- Organize and support systematic data collection as needed

- Strengthen the Tier 1 (core curriculum) instruction through the:

o Implementation of the IPDP Process

o Use of Instructional Pacing Calendars

o Implementation of research-based, scientifically validated instructional strategies and/or interventions (differentiated instruction)

o Communicate with major stakeholders (parents, business partners, etc) regarding student outcomes through data summaries and conferences

- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data

collected during the nine weeks.

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

Administrators: Amy Harvey and Rhonda Woodward - provide a common vision for the use of data-based decision making; ensures that the school school-based team is implementing MTSS with fidelity;

conducts assessment of MTSS skills of school staff and ensures adequate professional development to support MTSS implementation; ensures implementation of intervention support and documentation; communicates with parents regarding school-based MTSS plans and activities; utilizes data collected in the MTSS process for continuous school improvement

School Psychologist: Karetta Monette - participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities

Speech Language Pathologist: Laura Myers - educates the team regarding the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assists in the selection of screen measures; helps identify systemic patterns of student need with respect to language.

MTSS Staff Training Specialist: Karen Beck - supports school with the implementation of MTSS; regularly shares information with administrators at each school; provides professional development to faculty and staff based on areas of need; attends school based leadership team meetings as available; assists with data analysis and development of intervention plans; periodically reviews MTSS documentation for compliance with MTSS policies and procedures

Intervention Teacher: Katrina Ensminger - participates in student data collection; integrates core instructional activities/materials into Tier II and Tier III instruction; collaborates with general education teachers regarding student progress; provides interventions to students in Tier II and Tier III

Guidance Counselor: Micah Perkins - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support each student's academic, emotional, behavioral, and social success

Regular Education Teachers: Carla Santiny, Jessica Valeski, Kamber Cooper, Elbert Stewart, Natalie Guillen, Donna Gilbert - provide information about core instruction; participate in student data collection; deliver differentiated Tier I instruction; collaborate with other staff members in implementing Tier II and Tier III approved interventions and progress monitoring using approved probes; collaborate with grade level peers regarding the MTSS process

ESE Teacher: Ginger White - participates in student data collection; integrates core instructional activities/materials; collaborates with general education teachers through such activities as co-teaching

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

The Northside MTSS Team schedules monthly meetings for progress monitoring. The team meets with classroom teachers to discuss each MTSS student's progress and determine the future course of action, brainstorm ideas to assist, and research strategies to help with each individual student's specific weaknesses. The team also oversees interventions to ensure fidelity. Grade Chairs, Literacy Leadership Team, and ESE teachers all work with the MTSS team to coordinate efforts.

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

The data management system for MTSS Tier I consists of a grade specific color coded data collection Excel spreadsheet. Teachers collect and enter data into the spreadsheet including: previous year academic achievement indicators, baseline and mid-year testing data, quarterly grades, DEA scores, SM6 levels, district writing assessment data, and other grade level indicators of student progress. The spreadsheet is maintained throughout the year and is utilized during quarterly data chats to determine the effectiveness of core instruction and to identify students in need of Tier II or Tier III interventions.

FOCUS and Enrich will be used to maintain specific data for Tier II and Tier III students.

The following data sources are used to collect and summarize student data:

DIBELS NEXT

EasyCBM

SuccessMaker: Teacher reports (Reading, Math, Science)
FCAT: DOE Website, Pearson Access, FOCUS
FAIR/FLKRS: PMRN (Kindergarten Reading)
Discovery Education Assessments (Reading, Math, Science)
Writing: Monthly Northside Writes, Quarterly District- Wide Writing Assessments
Discipline Reports: RTI:B (PBS Monitoring), FOCUS
Attendance: FOCUS

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

The MTSS Team will be provided with training and support from MTSS Staff Training Specialist. The team will conduct MTSS training at faculty meetings and grade group meetings. Specific training related to a particular student or teacher will be ongoing. Team members are available to assist teachers or staff members at any time. The MTSS team will present information to other stakeholders during SAC and Title I parent meetings.

Northside has added an additional instructional unit dedicated to providing MTSS support for teachers and academic support for students in the MTSS process. In addition, a paraprofessional will be working directly with the Intervention Teacher to provide services. All core instructional teachers will be assigned a paraprofessional for a minimum of 75 minutes per week for direct academic support. There will be continuous progress monitoring by the MTSS team and modifications will be made to the plan as necessary.

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: 3,600

Computerized tutorial in reading and math utilizing the Success Maker 6 program.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

SM6 computer generated reports to track individual student progress.

Who is responsible for monitoring implementation of this strategy?

Administration, Classroom teachers, Intervention Teacher, Computer Lab Paraprofessional

Literacy Leadership Team (LLT)

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

| Name | Title |
|-------------------|--------------------------|
| Amy Harvey | Principal |
| Rhonda Woodward | Administrative Assistant |
| Kelly Lewis | Kindergarten Teacher |
| Alison Allen | 1st Grade Teacher |
| Tammy Mixon | 2nd Grade Teacher |
| Angel Cox | 3rd Grade Teacher |
| Marcy Burnette | 4th Grade Teacher |
| Deborah McDaniel | 5th Grade Teacher |
| Katrina Ensminger | Intervention Teacher |
| Ginger White | ESE Teacher |

How the school-based LLT functions

The Literacy Leadership Team meets monthly to review data, program, and research based strategies to assist all students. Team members present grade specific information and concerns at the Literacy Team meetings and then share information from the Literacy Leadership meetings with their grade levels. Literacy Leadership Team members also serve as mentors for new and/or struggling teachers (lesson planning, instructional approaches, modeling guiding reading lessons etc.)

Major initiatives of the LLT

The Literacy Leadership Team will:

- Review school-wide, grade level and individual student data
- Use data to determine whether or not SIP strategies are working and determine the need for further action
- Work with grade levels to ensure instructional delivery is based on the CCSS
- Provide support, model teaching strategies, and assist with Professional Development
- Oversee the implementation and fidelity of the Comprehensive Reading Plan (CRP)

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 Northside Elementary School, support is provided to the preschooler from Pre-K to Kindergarten. Beginning early in the year, the Preschool teachers stress the importance of learning Pre-K skills to ensure learning in kindergarten. The students are exposed to kindergarten through books and activities which are similar to what will occur the following year. Mid-year, the Preschool teachers structure centers and workstations similar to the kindergarten classrooms. At the end of the school year, the PreK students will tour the kindergarten classrooms and meet the teachers.

Northside Elementary School participates in a staggered start for kindergarteners. A welcome letter is sent to all parents of incoming kindergarten students with notification of the date for orientation (first day of school) and whether their child will attend class on the second or third day of the new school year. The staggered start allows for each student to get acclimated to the new teacher and classroom on a smaller adult/student ratio. On the fourth day of school, all kindergarten students will attend.

On the first day of the new school year, a kindergarten orientation is held for the parents and students. During the orientation, parents are informed of policies and procedures while the students are given a

tour of the school familiarizing themselves with the playground/gym, cafeteria, and library. The key components, parent involvement and open communication are stressed to ensure a successful kindergarten year.

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 | 69% | 64% | No | 72% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 45% | 48% | Yes | 51% |
| Hispanic | 73% | 50% | No | 75% |
| White | 78% | 74% | No | 80% |
| English language learners | | 36% | | |
| Students with disabilities | 40% | 36% | No | 46% |
| Economically disadvantaged | 62% | 58% | No | 66% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 91 | 33% | 36% |
| Students scoring at or above Achievement Level 4 | 83 | 30% | 33% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 190 | 68% | 71% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 53 | 75% | 78% |

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) | | <i>[data excluded for privacy reasons]</i> | 70% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | <i>[data excluded for privacy reasons]</i> | 33% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | <i>[data excluded for privacy reasons]</i> | 33% |

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 | 42 | 50% | 53% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

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 | 72% | 56% | No | 75% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 53% | 42% | No | 57% |
| Hispanic | 58% | 55% | No | 63% |
| White | 80% | 61% | No | 82% |
| English language learners | | 43% | | |
| Students with disabilities | 44% | 27% | No | 50% |
| Economically disadvantaged | 66% | 48% | No | 69% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 81 | 29% | 32% |
| Students scoring at or above Achievement Level 4 | 70 | 27% | 30% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 206 | 74% | 77% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 51 | 73% | 76% |

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 | 20 | 21% | 24% |
| Students scoring at or above Achievement Level 4 | 22 | 23% | 26% |

Florida Alternate Assessment (FAA)

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

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

All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 12 | | 98 |
| Participation in STEM-related experiences provided for students | 589 | 95% | 98% |

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 | 71 | 11% | 8% |
| Students retained, pursuant to s. 1008.25, F.S. | 26 | 4% | 3% |
| Students who are not proficient in reading by third grade | 38 | 41% | 38% |
| Students who receive two or more behavior referrals | 38 | 6% | 3% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 35 | 6% | 3% |

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 Parent Involvement Plan

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|-------------------------------|---------------|---------------|---------------|
| Active volunteers and mentors | 168 | 27% | 30% |

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Goals Summary

- G1.** Increase students' level of proficiency in all subgroup areas through targeted standards based instruction derived from ongoing analysis of disaggregated data.

Goals Detail

G1. Increase students' level of proficiency in all subgroup areas through targeted standards based instruction derived from ongoing analysis of disaggregated data.

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
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Supportive Administration, Strong Tier I Instruction, Intervention Teacher, MTSS team and practices, Common Planning Time, Professional Development, Classroom Paraprofessionals, Classroom Technology, Computer Labs, District Literacy Coaches, Staff Training Specialist, Supplemental Instructional Curriculum, Flexible Instructional Grouping

Targeted Barriers to Achieving the Goal

- Time Constraints
- Increased percentage of students receiving free/reduced lunch

Plan to Monitor Progress Toward the Goal

Student proficiency in all content areas

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Achievement Data (DEA, SM6, Classroom Assessments, Quarterly Grades, FCAT)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' level of proficiency in all subgroup areas through targeted standards based instruction derived from ongoing analysis of disaggregated data.

G1.B1 Time Constraints

G1.B1.S1 Integrated curriculum

Action Step 1

Plan lessons which integrate multiple content areas

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, CWT's

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

Monitor Lesson Plans, CWT's, Review Weekly grade group notes

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Feedback, CWT Feedback

Plan to Monitor Effectiveness of G1.B1.S1

Student mastery of standards in all content areas

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chats, Discovery Ed Reports, SM6 Reports, Classroom assessments, MTSS Data

G1.B1.S2 Increased support in classrooms (paraprofessionals/Intervention Teacher/ESE Inclusion Teacher)

Action Step 1

Reduce staff to student ratio in classrooms utilizing paraprofessionals, Intervention Teacher and ESE Inclusion Teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Paraprofessional Schedule, Intervention Schedule, ESE Inclusion Teacher Schedule

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

Paraprofessionals are providing direct student instructional support

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation, Administrator CWT's, Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S2

Impact of additional paraprofessional support on student achievement

Person or Persons Responsible

Teacher and Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Student Achievement Data (DEA, SM6, Classroom Assessments)

G1.B2 Increased percentage of students receiving free/reduced lunch

G1.B2.S1 Professional Development focused on teaching students of poverty

Action Step 1

Boys in Crisis

Person or Persons Responsible

Administration and District Trainers

Target Dates or Schedule

October/November 2013

Evidence of Completion

Agenda, Sign-in Sheets

Facilitator:

Cinda Trexler

Participants:

Instructional Staff and Administrators

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

Implementation of Boys in Crisis Strategies in classroom instruction

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S1

Effect of Boys in Crisis strategies in regards to student achievement

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Student Achievement Data (DEA, SM6, Classroom Assessments, Quarterly Grades, FCAT)

G1.B2.S2 Increase parental involvement in the educational process

Action Step 1

Parent Involvement and Enrichment Night (PIE Night)

Person or Persons Responsible

Teachers, Administrators, Parent Liaison

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance sheets, parent exit survey, climate survey

Action Step 2

Increase communications between home and school via Parent Portal, Monthly Newsletters, IRIS Alerts and the school website

Person or Persons Responsible

Parent Liaison, Teachers, Administration

Target Dates or Schedule

on going

Evidence of Completion

Parent Portal Usage Reports, Copies of Newsletters, IRIS Reports, Website Counter

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

Increased parental involvement in the educational process

Person or Persons Responsible

Administration, teachers, parent liaison

Target Dates or Schedule

ongoing

Evidence of Completion

Parental Involvement Activities Sign-In Sheets, Volunteer Logs, SAC/PTO Sign-In Sheets

Plan to Monitor Effectiveness of G1.B2.S2

Increased parental involvement in the educational process

Person or Persons Responsible

Administration, teachers, parent liaison

Target Dates or Schedule

on-going

Evidence of Completion

Parental Involvement Activities Sign-In Sheets, Volunteer Logs, SAC/PTO Sign-In Sheets

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

Title I – Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I – Part C – Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I – Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

- Providing professional development activities
- Carrying out programs and activities that are designed to improve the quality of the teacher force
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent

Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X – Homeless

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act. The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to

- modified curriculum
- reading instruction
- after-school instruction
- tutoring
- mentoring
- class size reduction
- extended school year
- intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district. In accordance with federal guidelines, a free and reduced lunch program is offered at Northside Elementary. Newsletters and the district website provide lunch menus and nutrition information to parents.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available.

The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State

Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is \$25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

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 students' level of proficiency in all subgroup areas through targeted standards based instruction derived from ongoing analysis of disaggregated data.

G1.B2 Increased percentage of students receiving free/reduced lunch

G1.B2.S1 Professional Development focused on teaching students of poverty

PD Opportunity 1

Boys in Crisis

Facilitator

Cinda Trexler

Participants

Instructional Staff and Administrators

Target Dates or Schedule

October/November 2013

Evidence of Completion

Agenda, Sign-in Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|----------|
| G1. | Increase students' level of proficiency in all subgroup areas through targeted standards based instruction derived from ongoing analysis of disaggregated data. | \$96,243 |
| Total | | \$96,243 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Other | Professional Development | Personnel | Total |
|----------------|----------|--------------------------|-----------|----------|
| Title I | \$23,747 | \$1,000 | \$71,496 | \$96,243 |
| Total | \$23,747 | \$1,000 | \$71,496 | \$96,243 |

Budget Details

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

G1. Increase students' level of proficiency in all subgroup areas through targeted standards based instruction derived from ongoing analysis of disaggregated data.

G1.B1 Time Constraints

G1.B1.S1 Integrated curriculum

Action Step 1

Plan lessons which integrate multiple content areas

Resource Type

Other

Resource

Scholastic Magazine, Weekly Studies, Planbook

Funding Source

Title I

Amount Needed

\$4,300

G1.B1.S2 Increased support in classrooms (paraprofessionals/Intervention Teacher/ESE Inclusion Teacher)

Action Step 1

Reduce staff to student ratio in classrooms utilizing paraprofessionals, Intervention Teacher and ESE Inclusion Teachers

Resource Type

Personnel

Resource

Intervention Teacher, Classroom Paraprofessionals

Funding Source

Title I

Amount Needed

\$71,496

G1.B2 Increased percentage of students receiving free/reduced lunch

G1.B2.S1 Professional Development focused on teaching students of poverty

Action Step 1

Boys in Crisis

Resource Type

Professional Development

Resource

Books/Training Materials

Funding Source

Title I

Amount Needed

\$1,000

G1.B2.S2 Increase parental involvement in the educational process

Action Step 1

Parent Involvement and Enrichment Night (PIE Night)

Resource Type

Other

Resource

Hire Parent Liaison, Supplies for Parent Involvement Nights

Funding Source

Title I

Amount Needed

\$14,447

Action Step 2

Increase communications between home and school via Parent Portal, Monthly Newsletters, IRIS Alerts and the school website

Resource Type

Other

Resource

Copy paper, copier, copier ink, stamps

Funding Source

Title I

Amount Needed

\$5,000