2013-2014 SCHOOL IMPROVEMENT PLAN

Westview K 8
5270 CONNIE JEAN RD
Jacksonville, FL 32210
904-573-1082

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	69%

Alternative/ESE Center	Charter School	Minority Rate
No	No	66%

School Grades History

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

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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School
Westview K 8

Principal
Beverly Walker

School Advisory Council chair
Fern Webb

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

Name	Title
Shawn Platts	Assistant Principal
Teresa Dowdell-Brown	Assistant Principal
Jennifer Thomas	Reading Coach
Myra Wright	Reading Coach
Patrick Roach	Dean of Students
Malon Wisdom	Guidance Counselor
Christy Ash	Guidance Counselor
Tonichia Gayle	ISSP Teacher
Erica Anderson	Test Coordinator
Payton Perez	ESE Lead
Nicole England	CSS Site Coach

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Beverly Walker - Principal
Matthew Cagle - Chairperson
Jamie Bazinet - Vice Chairperson
Jessica Burgos - Parent

Kent Wolford - Community Member
Shawn Mchellon - Secretary
Malon Wisdom - Educational Support
Megan Ricker - Teacher
Shik Glover - Parent

Involvement of the SAC in the development of the SIP

SAC members will review school data trends and provide input regarding new targets and strategies.

Activities of the SAC for the upcoming school year

SAC will meet 8 times during the school year as well as participate in various school related activities.

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

To be determined by DCPS

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

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

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Beverly Walker		
Principal	Years as Administrator: 14	Years at Current School: 1

Credentials	Masters in Education Leadership ESOL Endorsement
Performance Record	2003-2007 Principal at Fort Caroline Elementary School; school maintained a grade of "A" ranking in 2006-2007 and ranked number 2 in the district. Fort Caroline Elementary 2005-2006: Grade: A Reading Mastery: 94% Math Mastery: 86%, Fort Caroline Elementary 2006-2007: Grade: A Reading Mastery: 80%, Math Mastery: 85%, Science Mastery:55% Chaffee Trail 2007-2008 Grade A Reading Mastery:88 Math Mastery:84% Science Mastery:43% Chaffee Trail 2008-2009 Grade A Reading Mastery:88% Math Mastery: 89% Science Mastery: 68%

Teresa Dowdell-Brown		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Bachelor's Degree in Elementary Education Master's Degree in Educational Leadership Certification(s): Elementary Education (1-6); Educational Leadership All Levels
Performance Record	2012- 2013 Westview K-8 School Grade "B" 2011 – 2012 Westview K-8 School Grade "A" Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81% 2010 – 2011 Westview K-8 School Grade "B" Reading Mastery 69%, Math Mastery 71%, Science Mastery 51%, Writing Mastery 72% AYP – No Subgroup made AYP in Reading, In Math, African-Americans made AYP 2009-2010 Westview K-8 School Grade "C" Reading Mastery 67%, Math Mastery 67%, Science Mastery 34%, Writing Mastery 74%. AYP – No Subgroup made AYP 2009-2010 Sallye B. Mathis School Grade "A" Reading Mastery 66%, Math Mastery 74%, Science Mastery 62%, Writing Mastery 62%. AYP: Black and Students with Disabilities did not make AYP in Reading and Math; Economically Disadvantaged did not make AYP in Reading. 2008-2009 Sallye B. Mathis School Grade "C" Reading Mastery 63%, Math Mastery 62%, Science Mastery 26%, Writing Mastery 88%. AYP: Black and Economically Disadvantaged did not make AYP in Reading. 2007-2008 Sallye B. Mathis School Grade "B" AYP - No Reading Mastery 81%, Math Mastery 51%, Science Mastery 44%, Writing Mastery 73%. AYP: All groups made AYP.

Shawn Platts		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	Bachelor's of Science Computer Information Systems Masters of Education Administration and Supervision Certification (s) PK3 Exceptional Student Education (K-12) Educational Leadership All Levels
Performance Record	Paxon School for Advanced Studies 2005-2006 Grade: A Reading Mastery: 79% Math Mastery: 97% Science Mastery: 95% Arlington Middle School 2006-2007 Grade: C Reading Mastery: 52% Math Mastery: 43% Science Mastery: 25% Edward H. White High School 2007-2008 Grade: F Reading Mastery: 29% Math Mastery: 60% Science Mastery: 26% North Shore K-8 2008-2009 Grade: F Reading Mastery: 44% Math Mastery: 37% Science Mastery: 9% North Shore K-8 2009-2010 Grade: F Reading Mastery: 40% Math Mastery: 49% Science Mastery: 11% Duval Virtual Instruction Academy (DVIA) 2010-2011 Grade: I Duval Virtual Instruction Academy (DVIA) 2011-2012 Grade: I Andrew Jackson High School 2012-2013 Grade: Reading Mastery: 21%

Math Mastery: 32%
Science Mastery: 43%

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Thomas		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5

Areas	Reading/Literacy
Credentials	Elementary Education 1-6
Performance Record	2012- 2013 Westview K-8 School Grade "B" 2011 – 2012 Westview K-8 School Grade "A" Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81% 2010 – 2011 Westview K-8 School Grade "B" Reading Mastery 69%, Math Mastery 71%, Science Mastery 51%, Writing Mastery 72% AYP – No Subgroup made AYP in Reading, In Math, African-Americans made AYP 2009-2010 Westview K-8 School Grade "C" Reading Mastery 67%, Math Mastery 67%, Science Mastery 34%, Writing Mastery 74%. AYP – No Subgroup made AYP 2008 - 2009 Annie Morgan - Grade "D" Reading 47%, Math 55%, Science 13%, Writing 54% 2007 - 2008 Annie Morgan - Grade "D" Reading 54%, Math 39%, Science 7%, Writing 76% 2006 - 2007 Annie Morgan - Grade "C" Reading 50, Math 53, Science n/a, Writing 73% 2005 - 2006 Annie Morgan - Grade "C Reading 45%, Math 52%, Science n/a, Writing 74% 2004 - 2005 Annie Morgan - Grade "A" Reading 56%, Math 61%, Science n/a, Writing 99% 2003 - 2004 Annie Morgan - Grade "B" Reading 47%, Math 59%, Science n/a, Writing 84 2002- 2003 Annie Morgan - Grade "C" Reading Mastery 39%, Math Mastery 28%, Science Mastery n/a, Writing 72

Myra Wright		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Science, Communication Masters of Art, Teaching and Learning English (grades 5-9) Exceptional Student Education K-12 ESOL endorsed Gifted endorsed
Performance Record	2012-2013 Baldwin Middle Senior High School – Grade "pending" Reading Mastery 50%, Math Mastery 36%, Science Mastery 47%, Writing Mastery 48% 2011-2012 Baldwin Middle Senior High School – Grade "C" Reading Mastery 46%, Math Mastery 28%, Science Mastery 35%, Writing Mastery 42% 2010-2011 Baldwin Middle Senior High School – Grade "C" Reading Mastery 50%, Math Mastery 52%, Science Mastery 44%, Writing Mastery 66% 2009-2010 Baldwin Middle Senior High School – Grade "B" Reading Mastery 50%, Math Mastery 61%, Science Mastery 41%, Writing Mastery 81% 2008-2009 Baldwin Middle Senior High School – Grade "C" Reading Mastery 51%, Math Mastery 59%, Science Mastery 45%, Writing Mastery 88% 2007-2008 Baldwin Middle Senior High School – Grade "D" Reading Mastery 54%, Math Mastery 59%, Science Mastery 43%, Writing Mastery 87% 2006-2007 Jefferson Davis Middle School – Grade "C" Reading Mastery 55%, Math Mastery 46%, Science Mastery 28%, Writing Mastery 88% 2005-2006 Jefferson Davis Middle School – Grade "B" Reading Mastery 54%, Math Mastery 43%, Science Mastery (n/a), Writing Mastery 86% 2004-2005 Jefferson Davis Middle School – Grade "C" Reading Mastery 48%, Math Mastery 38%, Science Mastery (n/a), Writing Mastery 82% 2003-2004 Jefferson Davis Middle School – Grade "C" Reading Mastery 46%, Math Mastery 35%, Science Mastery (n/a), Writing Mastery 79% 2002-2003 Jefferson Davis Middle School – Grade "C" Reading Mastery 48%, Math Mastery 35%, Science Mastery (n/a), Writing Mastery 77% 2001-2002 Jefferson Davis Middle School – Grade "C" Reading Mastery 50%, Math Mastery 35%, Science Mastery (n/a), Writing Mastery 75%

Nicole England		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Other	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
86

 # receiving effective rating or higher
65, 76%

 # Highly Qualified Teachers
80%

 # certvied in-field
85, 99%

 # ESOL endorsed
34, 40%

 # reading endorsed
4, 5%

 # with advanced degrees
33, 38%

 # National Board Certified
1, 1%

 # first-year teachers
10, 12%

 # with 1-5 years of experience
23, 27%

 # with 6-14 years of experience
44, 51%

 # with 15 or more years of experience
9, 10%

Education Paraprofessionals

# of paraprofessionals
24

 # Highly Qualified
24, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # 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. Respond to walk in and faxed resumes
2. Work with Human Resources Department to find quality applicants from college and university informational fairs.
3. Provide mentors, counseling, and training opportunities that support the district's standards based implementation design.
4. Mentoring and Induction for Novice Teachers (MINT) – Assists beginning teachers with meeting the professional requirements of the state statutes.
5. Clinical Educator Trainers (CET) – Observe and help mentor beginning and experience teachers.
6. Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design. Serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction.

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

Westview K-8 is aligned with the MINT mission and vision of Duval County Public Schools to provide a comprehensive teacher induction program that will enhance retention, teacher quality with the overall goal of increasing student achievement. Novice teachers are paired with mentor teachers based on need and the knowledge and experience of the mentor teacher.

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 team meets monthly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the RtI process. These operating structures include current building leadership teams, professional learning communities, and grade level teams. For the most intensive interventions in the 2013-2014 school year, the RtI leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the Guidance Team who will make the determination if the student's data supports a meeting with the MRT Team.

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

Principal: Beverly Walker - provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Teresa Dowdell-Brown and Shawn Platts - provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Reading Coaches: Jennifer Thomas and Myra Wright - develops, leads and evaluates school core content standards. identifies and analyzes existing literature on scientifically based curriculum and interventions. identifies patterns of student needs while working with district personnel to identify appropriate evidence-based strategies. Assist with screening activities that provide intervening services for students at risk. Assist in design and implementation of progress monitoring, data collection and analysis; participates in the design and delivery of professional development. Supports the implementation of support Tier 1, 2 and 3 plans and provides support for assessment and implementation monitoring.

School Counselors: Malon Wisdom and Christy Ash - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

Dean of Students/ISSP Teacher: Patrick Roach and Tonichia Gayle - Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Test Coordinator: Erica Anderson -

ESE Lead/CSS Site Coach: Payton Perez and Nicole England - participate in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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

The Building Leadership Team's meetings focus around the following academic and behavioral questions:
1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?

3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?
The team meets one time per month, and the grade level/departments will meet weekly, to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):
• Identifying and analyzing systematic patterns of student need
• Identifying appropriate evidence-based differentiation and intervention strategies
• Implementing and overseeing progress monitoring
• Analyzing progress monitoring data and determining next steps

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

Baseline data:
- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Guide Assessments
- Curriculum Guide Assessments (Access Points)
- IOWA Assessment
- i-Ready Assessment
- Duval County Timed Writing Assessments
- SRA Corrective Reading
- Diagnostic Assessment of Reading (DAR)
- Progress Monitoring and Reporting Network (FLKRS)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences
Midyear data:
- Curriculum Guide Assessments
- Curriculum Guide Assessments (Access Points)
- Diagnostic Assessment of Reading (DAR)
- IOWA Assessment
- i-Ready Assessment
- Duval County Timed Writing Assessments
End of year data:
- Curriculum Guide Assessments
- Curriculum Guide Assessments (Access Points)
- Diagnostic Assessment of Reading (DAR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- Florida Alternate Assessment
- End of Course Exam (EOC - Civics, Algebra and Geometry)

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

The school's Professional Development plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. In addition to Early Dismissal, Faculty Meetings, and Grade Level Meetings, RtI learning will be embedded in classroom observations, collaborative planning, and analysis of student work. Teachers were provided a notebook with RtI strategies and tracking sheets to monitor the progress of their students.
Professional development will be offered to RtI school based team by district staff. The school based RtI team will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:
- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading
In addition, RtI learning will be job-embedded and occur during the following:
- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study
Individual professional development will be provided to classroom teachers, as needed

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Beverly Walker	Principal

Name	Title
Teresa Dowdell-Brown	Assistant Principal
Shawn Platts	Assistant Principal
Jennifer Thomas	Reading Coach
Myra Wright	Reading Coach
Stacy Davis	ELA - 8th Grade
Tamele Mendez	ELA - 7th Grade
Rebecca Kruck	ELA - 6th Grade
Jamie Deffes	4th Grade
Teresa Hackney	1st Grade

How the school-based LLT functions

Data assessment notebooks are maintained by teachers for the collection and efficient analysis of student data. These are discussed in quarterly curriculum, assessment, and other literacy based meetings. The principal monitors assessment reports and data notebook usage through classroom observation and conferencing with teachers to ensure that safety nets and intervention programs/ instructional materials support students' needs as determined.

Major initiatives of the LLT

Ensure that all teachers participate in literacy related professional development with reading coaches. Establish a Book-of-the-Month program, participate in community reading programs, distribute reading lists for students and teachers, model effective reading instruction, notify faculty of professional development opportunities, attend state and national reading conferences, join reading related professional organizations, and encourage teachers to earn their Reading Endorsement. Support reading instruction through Common Core Standards and implementation of the Gradual Release Instructional Model.

Every Teacher Contributes to Reading Instruction

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

Teachers who work in grades 6 thru 8 incorporate reading strategies into the content areas of science, social studies, and math using text books and leveled non-fiction books. These materials support the use of "before, during, and after" reading strategies, which result in a deeper understanding of the content. Teacher's model read aloud/think aloud strategies to increase comprehension. Leveled classroom libraries combined with an assigned independent reading time provide students with the opportunity to practice these reading strategies. Teachers also utilize effective strategies for fiction and non-fiction texts including the seven key strategies identified by Harvey and Goudvis in Strategies That Work - making connections, questioning, visualizing, inferring/predicting, determining importance in text, and synthesizing.
Teachers in grades 6 thru 8 are implementing a novel-based curriculum utilizing strategies such as literature circles, reciprocal teaching, Socratic seminar and dialectical journals.

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

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

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

Strategies for improving student readiness for the public postsecondary level

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	58%	52%	Yes	63%
American Indian				
Asian	53%	60%	Yes	57%
Black/African American	53%	46%	No	57%
Hispanic	44%	50%	Yes	50%
White	69%	58%	No	72%
English language learners	33%	38%	Yes	40%
Students with disabilities	43%	36%	Yes	49%
Economically disadvantaged	53%	46%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	317	52%	57%
Students scoring at or above Achievement Level 4	137	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		24%
Students scoring at or above Level 7	20	38%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	321	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	93	61%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%

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	96	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	56%	60%

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	59%	51%	No	63%
American Indian				
Asian	70%	60%	No	73%
Black/African American	54%	48%	No	59%
Hispanic	43%	47%	Yes	48%
White	69%	55%	No	72%
English language learners	46%	38%	No	51%
Students with disabilities	49%	33%	No	54%
Economically disadvantaged	54%	48%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	311	51%	56%
Students scoring at or above Achievement Level 4	108	18%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	23%	31%
Students scoring at or above Level 7	14	26%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	273	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	288	58%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	75	22%	30%
Middle school performance on high school EOC and industry certifications	51	68%	71%

High School Mathematics

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		0%

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.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	64%	68%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		28%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	80%	82%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		37%

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	38	34%	41%
Students scoring at or above Achievement Level 4	23	20%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		22%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		44%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	16%	24%
Students scoring at or above Achievement Level 4	26	25%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		67%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

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)	18		21
Participation in STEM-related experiences provided for students	12	5%	10%

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	146	21%	19%
Students retained, pursuant to s. 1008.25, F.S.	35	20%	18%
Students who are not proficient in reading by third grade	52	44%	40%
Students who receive two or more behavior referrals	35	20%	18%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	18%	16%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	0%	0%
Students who fail a mathematics course	15	4%	2%
Students who fail an English Language Arts course	5	1%	1%
Students who fail two or more courses in any subject	18	5%	2%
Students who receive two or more behavior referrals	81	24%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	36	11%	2%

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

Parents are highly encouraged and are presented with several opportunities to become involved in their child's education. All Parental Involvement Targets are aligned with School Improvement Targets in all

aspects. All activities are designed to provide parents with extended learning opportunities that would lead to an increase in student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	471	41%	46%
Science Parent Night		%	%
FCAT Parent Night		%	%
Parent Teacher Association		%	%
Thanksgiving Luncheon		%	%
Extended Learning Activities		%	%

Area 10: Additional Targets

Additional targets for the school

School Safety Goal: School will have less than 1% of incidents relating to bullying

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
School will have less than 1% of incidents relating to bullying	0	0%	1%
		%	%
		%	%

Goals Summary

G1. School will have less than 1% of incidents relating to bullying

G2. Increase the percentage of student proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 to 57% (347 students) overall in grades 3 thru 8. Increase the percentage of students scoring level 4 or above to 30% (183 students) overall in grades 3 thru 8

G3. Increase the percentage of student proficiency (3.5) on the 2014 FCAT Writes to 56% (112 students) overall in 4th and 8th grade.

G4. Goal 1 Increase the percentage of proficiency in 3rd – 8th grade students (3 or above) on the 2014 Spring Math FCAT by 10% or more.

G5. Increase the percentage of student proficiency on the 2014 Science FCAT 2.0 overall in 5th and 8th grade students.

Goals Detail

G1. School will have less than 1% of incidents relating to bullying

Targets Supported

Resources Available to Support the Goal
- School Resource Officer
- Second Step Curriculum
- Guidance Counselor
- Health Curriculum for Middle School

Targeted Barriers to Achieving the Goal
- Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Increase the percentage of student proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 to 57% (347 students) overall in grades 3 thru 8. Increase the percentage of students scoring level 4 or above to 30% (183 students) overall in grades 3 thru 8

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Parental Involvement

Resources Available to Support the Goal

- Reading Coaches
- District Reading Specialist
- Teachers
- Parents
- SRA Corrective Reading
- Coaching Cycle/Lesson Study
- District Curriculum Guides

Targeted Barriers to Achieving the Goal

- New instructional framework/curriculum guides

Plan to Monitor Progress Toward the Goal

Instructional delivery based on results from analyzing student work

Person or Persons Responsible

District Specialists, School-based Reading Coach, School-based Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Data notebooks, conference logs, assessment data, student's data page and lesson plans

G3. Increase the percentage of student proficiency (3.5) on the 2014 FCAT Writes to 56% (112 students) overall in 4th and 8th grade.

Targets Supported

- Writing

Resources Available to Support the Goal

- School-based Reading Coaches
- District Writing Specialists
- Teachers

Targeted Barriers to Achieving the Goal

- All teachers implementing Writer's Workshop with fidelity
- Writing being implemented across all content areas

Plan to Monitor Progress Toward the Goal

Monitoring the rigor of writing implementation

Person or Persons Responsible
Classroom teachers, school based coaches, district coaches and Leadership Team

Target Dates or Schedule:
quarterly data chats, common planning professional development and ongoing classroom observations

Evidence of Completion:
Student portfolios, interactive journals, results from district and school based lesson plans, conference logs and classroom observations.

G4. Goal 1 Increase the percentage of proficiency in 3rd – 8th grade students (3 or above) on the 2014 Spring Math FCAT by 10% or more.

Targets Supported
- Parental Involvement
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal
- Math Lead Teacher
- District Specialist
- Curriculum Guide
- Curriculum Guide Assessments and School Common Assessments
- Technology: I-Ready, Success Maker, FCAT Explorer and Reflex
- Math Manipulative
- Teaching and Coaching Academy
- Coaching Cycle/Lesson Study

Targeted Barriers to Achieving the Goal
- Low level reading skills make it difficult for students to understand math questions and vocabulary
- Teachers being able to effectively implement the Gradual Release Model and framework to meet the needs of all students during instructional delivery
- Teachers implementing a rigorous 30 minute data driven math rotations to meet the needs of each student

Plan to Monitor Progress Toward the Goal

Ongoing professional development leading to an increase of rigor in teacher's implementing the Gradual Release Model during Math instruction

Person or Persons Responsible

Math Lead Teachers, District Math Specialist, Leadership Team and Classroom Teachers

Target Dates or Schedule:

Bi-weekly professional development during common planning, and monthly data chats

Evidence of Completion:

Increase in student baseline assessment scores, lesson plans, classroom observations and reflections from professional development

G5. Increase the percentage of student proficiency on the 2014 Science FCAT 2.0 overall in 5th and 8th grade students.

Targets Supported

- Science - Elementary School

- Science - Middle School

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Gizmos

- FCAT Explorer

- Curriculum Guides

- Curriculum Assessments

- Teachers

Targeted Barriers to Achieving the Goal

- teachers providing students with science instruction on a daily basis

- FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade

Plan to Monitor Progress Toward the Goal

Effectiveness of Professional Development

Person or Persons Responsible

District Specialist, Science Lead Teacher and School Based Leadership Team

Target Dates or Schedule:

Bi-weekly classroom walk throughs, Reflections from Professional Development and Quarterly Curriculum Guide Assessments

Evidence of Completion:

Lesson Plans, Reflections from Professional Development and increase in students' Curriculum Guide Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. School will have less than 1% of incidents relating to bullying

G1.B2 Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing.

G1.B2.S4 4th thru 8th grade students will receive bullying lessons via the guidance department and Health classes.

Action Step 1

Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

During classroom guidance lesson

Evidence of Completion

survey, lesson plans, and observation of lessons

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Anti-Bullying Lessons

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

During bi-weekly classroom guidance

Evidence of Completion

Classroom Observations, Exit Tickets and lesson plans

Plan to Monitor Effectiveness of G1.B2.S4

Monitoring Classroom Guidance

Person or Persons Responsible

Guidance Counselor and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observations, Student feedback through surveys and Exit Tickets and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase the percentage of student proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 to 57% (347 students) overall in grades 3 thru 8. Increase the percentage of students scoring level 4 or above to 30% (183 students) overall in grades 3 thru 8

G2.B10 New instructional framework/curriculum guides

G2.B10.S1 Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.

Action Step 1

Secondary content area teachers will receive ongoing professional development on implementing the Comprehension Instructional Sequence

Person or Persons Responsible

6th -8th grade content area teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Successful completion of the Comprehension Instructional Sequence (CIS)

Facilitator:

School based coaches, district specialist

Participants:

Content Area Teachers

Action Step 2

Participate in on-going professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model utilizing the gradual release model with fidelity.

Person or Persons Responsible

Teachers, School-based Reading Coaches, District Specialists, Principal, Assistant Principals

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Common Planning Time Meeting Minutes, Lesson Plans

Facilitator:

School Based Coaches and District Specialist

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B10.S1

Participate in ongoing professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.

Person or Persons Responsible

Teachers, School-based Leadership Team, District Specialists

Target Dates or Schedule

Common Planning, Classroom Walkthroughs, Monthly Data Chats

Evidence of Completion

Data Chats, Classroom Observations

Plan to Monitor Effectiveness of G2.B10.S1

Implementation of Professional Development

Person or Persons Responsible

Teachers, School-based Leadership Team, District Specialists, School-based Reading Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Data Chats, Classroom Observations

G2.B10.S2 Teachers will become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier.

Action Step 1

Become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier.

Person or Persons Responsible

Teachers, School based Reading Coaches, Principal, Assistant Principals

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Data notebooks, Conference Logs, Assessment Data, Student's Data page, Lesson Plans

Facilitator:

School Based Coaches and District Specialists

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B10.S2

Become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier.

Person or Persons Responsible

Teachers, School-based Leadership Team, District Specialists

Target Dates or Schedule

Monthly Common Planning

Evidence of Completion

Data Notebooks, Conference Logs, Lesson Plans

Plan to Monitor Effectiveness of G2.B10.S2

Analyzing student work to inform instruction

Person or Persons Responsible

District Specialists, School-based Reading Coaches, Classroom Teachers, School-based Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Data notebooks, conference logs, assessment data, student's data page and lesson plans

G2.B10.S3 Teachers will review all assessments and group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts daily based on the needs of the students. Kindergarten thru 5th grade will implement guided reading instruction during Language Arts based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who scored a level 1 or 2 on the 2013 Florida Comprehensive Assessment Test 2.0 will be scheduled in Intensive Reading. In addition, Tier 3 students in 3rd thru 8th grade will be invited to participate in Saturday School as remediation strategy. Attendance logs, lesson plans, and assessment data will be utilized to monitor this barrier.

Action Step 1

Review all assessments and group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts daily based on the needs of the students. Kindergarten thru 5th grade will implement guided reading instruction during Language Arts based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who scored a level 1 or 2 on the 2013 Florida Comprehensive Assessment Test 2.0 will be scheduled in Reading Enrichment. In addition, Tier 3 students in 3rd thru 8th grade will be invited to participate in Saturday School as remediation strategy.

Person or Persons Responsible

Teachers, School-based Reading Coaches, Principal, Assistant Principal

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Attendance Logs, Lesson Plans, Assessment Data

Plan to Monitor Fidelity of Implementation of G2.B10.S3

Review all assessments and group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts daily based on the needs of the students. Kindergarten thru 5th grade will implement guided reading instruction during Language Arts based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who scored a level 1 or 2 on the 2013 Florida Comprehensive Assessment Test 2.0 will be scheduled in Intensive Reading. In addition, Tier 3 students in 3rd thru 8th grade will be invited to participate in Saturday School as remediation strategy. Attendance logs, lesson plans, and assessment data will be utilized to monitor this barrier.

Person or Persons Responsible

Teachers, School-based Leadership Team, District Specialists

Target Dates or Schedule

Common Planning

Evidence of Completion

Attendance Logs, Lesson Plans

Plan to Monitor Effectiveness of G2.B10.S3

Implementation of differentiated instruction to meet the needs of all students.

Person or Persons Responsible

District Specialists, School-based Reading Coaches, School-based Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Data Chats, Classroom Observations

G3. Increase the percentage of student proficiency (3.5) on the 2014 FCAT Writes to 56% (112 students) overall in 4th and 8th grade.

G3.B1 All teachers implementing Writer's Workshop with fidelity

G3.B1.S1 Students in 4th and 8th grade will participate in district writing prompts to focus on rigor and increase writing proficiency.

Action Step 1

Participate in ongoing professional development provide that will focus on a variety of topics such as Gradual Release Model,analyzing student work, the writing process, the Florida Writes Rubric, implementing mentor text to teach writing crafts and integrating writing across the content areas.

Person or Persons Responsible

School based coaches, district specialist, Leadership Team and Teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

interactive journals, student portfolios, lesson plans and classroom observations

Facilitator:

School Based Coaches and District Specialist

Participants:

Classroom Teachers

Action Step 2

Students will use the writing process daily, all writing will be dated and recorded in a journal, notebook or work folder for monitoring growth across time.

Person or Persons Responsible

Classroom Teachers, school based coaches, district specialist and Leadership Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student work folders or journals, students data sheets and classroom walk throughs

Facilitator:

Participants:

Action Step 3

Participate in district timed writing and school generated writing prompts and school-based assessments to focus on rigor and increase writing proficiency.

Person or Persons Responsible

Classroom Teachers, Testing Coordinator, School Based Instructional Coaches Principal and Assistant Principals

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student scores from assessments

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

Participate in district timed writing and school generated writing prompts and school-based assessments to focus on rigor and increase writing proficiency.

Person or Persons Responsible

Classroom Teachers, Testing Coordinator, School Based Instructional Coaches Principal and Assistant Principals

Target Dates or Schedule

On-going throughout the school year,

Evidence of Completion

classroom monitoring forms, reflections from professional development, classroom observations and student work

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of writing instruction and professional development

Person or Persons Responsible

Classroom teachers, students, Leadership Team Team, school based coaches and district specialist.

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson Plans, students' work, reflections from professional development and classroom obeservations

G4. Goal 1 Increase the percentage of proficiency in 3rd – 8th grade students (3 or above) on the 2014 Spring Math FCAT by 10% or more.

G4.B1 Low level reading skills make it difficult for students to understand math questions and vocabulary

G4.B1.S1 Teachers explicitly model how to use math strategies such as underlining, circling key words, identifying patterns as a strategy to solve real word problems

Action Step 1

Ongoing professional on infusing reading strategies into the instructional delivery

Person or Persons Responsible

Math Lead Teachers, District Specialist, Classroom Teachers and Administrators

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Classroom observations, Lesson Plans, Reflections from professional development and Curriculum Baseline Assessment and Common Assessment

Facilitator:

Math Lead Teacher, District Specialist and Administrators

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Look for student use of problem solving strategies in classrooms and interactive journals

Person or Persons Responsible

Math Lead Teachers, District Math Specialist and Classroom Teachers

Target Dates or Schedule

Monthly during walk throughs

Evidence of Completion

Interactive Journals, Classroom Artifacts, Student data in Inform and Reflections from Professional Development

Plan to Monitor Effectiveness of G4.B1.S1

Improved performance on Curriculum and Common Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly classroom walk through

Evidence of Completion

Data from Curriculum Assessments and Data Chats with teachers and students

G4.B2 Teachers being able to effectively implement the Gradual Release Model and framework to meet the needs of all students during instructional delivery

G4.B2.S1 Survey teachers to identify teachers that participated in 2013 Teacher Academy

Action Step 1

Survey teachers to identify professional development needs based on the attendance of teachers attending the Teacher Academy

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Teachers will complete surveys during pre-planning

Evidence of Completion

Implementation of district initiatives, surveys and attendance from Teacher Academy

Facilitator:

Math Lead Teacher and Administration

Participants:

Math Teachers

Action Step 2

Create a professional development calendar based on the needs of teachers determined by attendance of Teacher Academy and Walk throughs

Person or Persons Responsible

Math Lead Teachers, District Specialist and Leadership Team

Target Dates or Schedule

Preplanning and during initial focus walks

Evidence of Completion

Implementations of gradual release and professional development

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G4.B2.S1

The implementation of the instructional delivery using the Gradual Release Model

Person or Persons Responsible

Classroom Teachers and Leadership Team ,Math Coach and District Specialist

Target Dates or Schedule

Bi-weekly focus walks

Evidence of Completion

Lesson plans, increase in student scores on curriculum assessments and data chats

Plan to Monitor Effectiveness of G4.B2.S1

Instructional development and particularization in ongoing professional development

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Common Planning, Early Release, bi-weekly professional development and monthly data chat with teachers

Evidence of Completion

Lesson plans, Classroom Observations, Data Chats and Reflections from professional development

G4.B3 Teachers implementing a rigorous 30 minute data driven math rotations to meet the needs of each student

G4.B3.S1 Teacher will utilize results from I-Ready assessment to provide students with remediation based on their individual needs.

Action Step 1

Analyzing data from I-Ready Assessment to form groups based on the individual needs of students

Person or Persons Responsible

Math Lead Teacher, District Specialist, Leadership Team and Classroom Teachers

Target Dates or Schedule

During Focus Walks

Evidence of Completion

Increase results on assessments, Lesson plans, and Reflections

Facilitator:

Math Lead Teacher, District Specialist and Administrators

Participants:

Math Teachers

Action Step 2

Professional development on using data to inform instruction for all students

Person or Persons Responsible

Math Lead Teachers, District Specialist and Leadership Team

Target Dates or Schedule

Monthly during Early Release professional development

Evidence of Completion

Classroom observations, lesson plans and increase in student assessment results

Facilitator:

Math Lead Teachers and District Specialist

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Implementation of the 30 minute math skills block

Person or Persons Responsible

District Math Specialist, Math Lead Teachers, and School Based Leadership Team

Target Dates or Schedule

During weekly walk through

Evidence of Completion

Increase in students assessment data, Data from Reflex math and Success Maker.

Plan to Monitor Effectiveness of G4.B3.S1

The rigor of the 30 Math Skills Block

Person or Persons Responsible

School Math Lead Teacher, District Math Specialist and School Based Leadership Team

Target Dates or Schedule

bi-weekly classroom walk through

Evidence of Completion

Data from classroom walk through, I-Ready, Success Maker and Reflex data, and Lesson plans

G5. Increase the percentage of student proficiency on the 2014 Science FCAT 2.0 overall in 5th and 8th grade students.

G5.B3 teachers providing students with science instruction on a daily basis

G5.B3.S1 Provide teachers with ongoing professional development that will focus on aligning Science Instruction with New Generation Sunshine States Standards utilizing the Gradual Release Model.

Action Step 1

Ongoing professional development that is aligned with Next Generation Sunshine State Standards, implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers

Person or Persons Responsible

District Science Specialist, Science Lead Teacher, School Based Leadership Team and Classroom Teacher

Target Dates or Schedule

Common Planning and Early Release Professional Development

Evidence of Completion

Lesson Plans, Data from Curriculum Assessments, Classroom walk throughs, Data Chats with teachers and stuidents

Facilitator:

District Science Specialist, Science Lead Teacher and Administrator

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Instructional delivery of Science Curriculum

Person or Persons Responsible

District Science Specialist and School Based Leadership Team

Target Dates or Schedule

Bi-weekly classroom walk -throughs

Evidence of Completion

Increase of scores on Curriculum Guide Assessments, Interactive Journals, Artifacts Data from classroom walk-throughs

Plan to Monitor Effectiveness of G5.B3.S1

Transfer of professional development into daily classroom instruction

Person or Persons Responsible

District Science Specialist, Classroom Teachers and School Based Leadership Team

Target Dates or Schedule

Bi-weekly classroom walk-through

Evidence of Completion

Lesson Plans, Increase in student scores on quarterly curriculum guide assessments and Classroom observations

G5.B3.S2 Science instruction will be taught daily at all grade levels

Action Step 1

Implementation of Science Curriculum Guides

Person or Persons Responsible

District Science Specialist, Teachers, School-based Leadership Team

Target Dates or Schedule

Daily instruction

Evidence of Completion

Bi-weekly focus walk-thoughs, lesson plans

Facilitator:

District Science Specialist, Science Lead Teacher, Administrators

Participants:

Teachers, School-based Leadership Team

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Monitoring of lesson plans to ensure implementation of Science Curriculum

Person or Persons Responsible

Classroom Teachers, School-based Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk-throughs, interactive student journals, increase in student achievement on Curriculum Guide Assessments

Plan to Monitor Effectiveness of G5.B3.S2

Instructional delivery of Science Curriculum following the Five E's

Person or Persons Responsible

Teachers, School-based Leadership Team, District Specialists

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk-throughs, monitoring of lesson plans

G5.B4 FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade

G5.B4.S1 5th and 8th grade Science Teachers will embed RtI into the Science Block to review Benchmarks that are introduced to students prior to 5th and 8th grade

Action Step 1

30 Minute Skills Block built into daily schedules to review skills that were previously taught in 5th and 8th grade

Person or Persons Responsible

District Specialist, Science Lead Teacher, Science Teachers and School Based Leadership Team

Target Dates or Schedule

Daily during Science Instruction

Evidence of Completion

Increase in Student Assessment Scores, Lesson plans, data from classroom walk through

Facilitator:

District Science Specialist and Science Lead Teacher

Participants:

5th and 8th Grade Science Teachers

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Rigor of instruction during 30 minute skills block

Person or Persons Responsible

District Specialist, Science Lead Teacher and School Based Leadership Team

Target Dates or Schedule

Bi-weekly classroom walk through

Evidence of Completion

Lesson Plans, data from classroom walk-through and increase of student scores on quarterly Curriculum Guide Assessments

Plan to Monitor Effectiveness of G5.B4.S1

Instructional delivery during the 30 minute Science skills block

Person or Persons Responsible

District Science Specialist, Classroom Teacher and School Leadership Team

Target Dates or Schedule

Bi-weekly classroom-walk thorough and quarterly Curriculum Guide Assessments

Evidence of Completion

Lesson Plans and increase in student scores on Curriculum Guide Assessments

G5.B4.S2 5th and 8th Grade Science Teachers will implement the Florida Continuous Improvement Model

Action Step 1

Professional Development on Analyzing Data to inform instruction using the 8-step model of the Florida Continuous Improvement Plan

Person or Persons Responsible

District Science Specialist, Science Lead Teacher, Classroom Teachers and School Based Leadership Team

Target Dates or Schedule

Weekly during Common planning and Classroom walk-throughs

Evidence of Completion

Results from grade level common assessments, increase in scores on Curriculum Guide Assessments, and Lesson plans

Facilitator:

District Science Specialists, Lead Science Teachers, Administrators

Participants:

Teachers, School-based Leadership Team

Plan to Monitor Fidelity of Implementation of G5.B4.S2

Analyzing data to create a focus calendar based on the need of students as determined on Curriculum Guide Assessment

Person or Persons Responsible

District Science Specialist, Science Lead Teacher, Classroom Teachers and School Based Leadership Team

Target Dates or Schedule

Weekly during common planning and classroom walk through

Evidence of Completion

Grade level common assessments, increase in student Curriculum Guide Assessments and Lesson plans

Plan to Monitor Effectiveness of G5.B4.S2

Professional development to inform and refocus instruction based on results of grade level common assessments

Person or Persons Responsible

Science Lead Teacher, District Science Specialist and Classroom Teachers

Target Dates or Schedule

Weekly during Common planning

Evidence of Completion

Lesson plans, results from grade level common assessments and Data chats with teacher and students

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

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 the percentage of student proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 to 57% (347 students) overall in grades 3 thru 8. Increase the percentage of students scoring level 4 or above to 30% (183 students) overall in grades 3 thru 8

G2.B10 New instructional framework/curriculum guides

G2.B10.S1 Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.

PD Opportunity 1

Secondary content area teachers will receive ongoing professional development on implementing the Comprehension Instructional Sequence

Facilitator

School based coaches, district specialist

Participants

Content Area Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Successful completion of the Comprehension Instructional Sequence (CIS)

PD Opportunity 2

Participate in on-going professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model utilizing the gradual release model with fidelity.

Facilitator

School Based Coaches and District Specialist

Participants

Classroom Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Common Planning Time Meeting Minutes, Lesson Plans

G2.B10.S2 Teachers will become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier.

PD Opportunity 1

Become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier.

Facilitator

School Based Coaches and District Specialists

Participants

Classroom Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Data notebooks, Conference Logs, Assessment Data, Student's Data page, Lesson Plans

G3. Increase the percentage of student proficiency (3.5) on the 2014 FCAT Writes to 56% (112 students) overall in 4th and 8th grade.

G3.B1 All teachers implementing Writer's Workshop with fidelity

G3.B1.S1 Students in 4th and 8th grade will participate in district writing prompts to focus on rigor and increase writing proficiency.

PD Opportunity 1

Participate in ongoing professional development provide that will focus on a variety of topics such as Gradual Release Model,analyzing student work, the writing process, the Florida Writes Rubric, implementing mentor text to teach writing crafts and integrating writing across the content areas.

Facilitator

School Based Coaches and District Specialist

Participants

Classroom Teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

interactive journals, student portfolios, lesson plans and classroom observations

PD Opportunity 2

Students will use the writing process daily, all writing will be dated and recorded in a journal, notebook or work folder for monitoring growth across time.

Facilitator

Participants

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student work folders or journals, students data sheets and classroom walk throughs

G4. Goal 1 Increase the percentage of proficiency in 3rd – 8th grade students (3 or above) on the 2014 Spring Math FCAT by 10% or more.

G4.B1 Low level reading skills make it difficult for students to understand math questions and vocabulary

G4.B1.S1 Teachers explicitly model how to use math strategies such as underlining, circling key words, identifying patterns as a strategy to solve real word problems

PD Opportunity 1

Ongoing professional on infusing reading strategies into the instructional delivery

Facilitator

Math Lead Teacher, District Specialist and Administrators

Participants

Math Teachers

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Classroom observations, Lesson Plans, Reflections from professional development and Curriculum Baseline Assessment and Common Assessment

G4.B2 Teachers being able to effectively implement the Gradual Release Model and framework to meet the needs of all students during instructional delivery

G4.B2.S1 Survey teachers to identify teachers that participated in 2013 Teacher Academy

PD Opportunity 1

Survey teachers to identify professional development needs based on the attendance of teachers attending the Teacher Academy

Facilitator

Math Lead Teacher and Administration

Participants

Math Teachers

Target Dates or Schedule

Teachers will complete surveys during pre-planning

Evidence of Completion

Implementation of district initiatives, surveys and attendance from Teacher Academy

PD Opportunity 2

Create a professional development calendar based on the needs of teachers determined by attendance of Teacher Academy and Walk throughs

Facilitator

Participants

Target Dates or Schedule

Preplanning and during initial focus walks

Evidence of Completion

Implementations of gradual release and professional development

G4.B3 Teachers implementing a rigorous 30 minute data driven math rotations to meet the needs of each student

G4.B3.S1 Teacher will utilize results from I-Ready assessment to provide students with remediation based on their individual needs.

PD Opportunity 1

Analyzing data from I-Ready Assessment to form groups based on the individual needs of students

Facilitator

Math Lead Teacher, District Specialist and Administrators

Participants

Math Teachers

Target Dates or Schedule

During Focus Walks

Evidence of Completion

Increase results on assessments, Lesson plans, and Reflections

PD Opportunity 2

Professional development on using data to inform instruction for all students

Facilitator

Math Lead Teachers and District Specialist

Participants

Math Teachers

Target Dates or Schedule

Monthly during Early Release professional development

Evidence of Completion

Classroom observations, lesson plans and increase in student assessment results

G5. Increase the percentage of student proficiency on the 2014 Science FCAT 2.0 overall in 5th and 8th grade students.

G5.B3 teachers providing students with science instruction on a daily basis

G5.B3.S1 Provide teachers with ongoing professional development that will focus on aligning Science Instruction with New Generation Sunshine States Standards utilizing the Gradual Release Model.

PD Opportunity 1

Ongoing professional development that is aligned with Next Generation Sunshine State Standards, implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers

Facilitator

District Science Specialist, Science Lead Teacher and Administrator

Participants

Classroom Teachers

Target Dates or Schedule

Common Planning and Early Release Professional Development

Evidence of Completion

Lesson Plans, Data from Curriculum Assessments, Classroom walk throughs, Data Chats with teachers and stuidents

G5.B3.S2 Science instruction will be taught daily at all grade levels

PD Opportunity 1

Implementation of Science Curriculum Guides

Facilitator

District Science Specialist, Science Lead Teacher, Administrators

Participants

Teachers, School-based Leadership Team

Target Dates or Schedule

Daily instruction

Evidence of Completion

Bi-weekly focus walk-thoughs, lesson plans

G5.B4 FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade

G5.B4.S1 5th and 8th grade Science Teachers will embed RtI into the Science Block to review Benchmarks that are introduced to students prior to 5th and 8th grade

PD Opportunity 1

30 Minute Skills Block built into daily schedules to review skills that were previously taught in 5th and 8th grade

Facilitator

District Science Specialist and Science Lead Teacher

Participants

5th and 8th Grade Science Teachers

Target Dates or Schedule

Daily during Science Instruction

Evidence of Completion

Increase in Student Assessment Scores, Lesson plans, data from classroom walk through

G5.B4.S2 5th and 8th Grade Science Teachers will implement the Florida Continuous Improvement Model

PD Opportunity 1

Professional Development on Analyzing Data to inform instruction using the 8-step model of the Florida Continuous Improvement Plan

Facilitator

District Science Specialists, Lead Science Teachers, Administrators

Participants

Teachers, School-based Leadership Team

Target Dates or Schedule

Weekly during Common planning and Classroom walk-throughs

Evidence of Completion

Results from grade level common assessments, increase in scores on Curriculum Guide Assessments, and Lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. School will have less than 1% of incidents relating to bullying

G1.B2 Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing.

G1.B2.S4 4th thru 8th grade students will receive bullying lessons via the guidance department and Health classes.

Action Step 1

Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Increase the percentage of student proficiency (3.5) on the 2014 FCAT Writes to 56% (112 students) overall in 4th and 8th grade.

G3.B1 All teachers implementing Writer's Workshop with fidelity

G3.B1.S1 Students in 4th and 8th grade will participate in district writing prompts to focus on rigor and increase writing proficiency.

Action Step 1

Participate in ongoing professional development provide that will focus on a variety of topics such as Gradual Release Model,analyzing student work, the writing process, the Florida Writes Rubric, implementing mentor text to teach writing crafts and integrating writing across the content areas.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Goal 1 Increase the percentage of proficiency in 3rd – 8th grade students (3 or above) on the 2014 Spring Math FCAT by 10% or more.

G4.B2 Teachers being able to effectively implement the Gradual Release Model and framework to meet the needs of all students during instructional delivery

G4.B2.S1 Survey teachers to identify teachers that participated in 2013 Teacher Academy

Action Step 2

Create a professional development calendar based on the needs of teachers determined by attendance of Teacher Academy and Walk throughs

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed