

2013-2014 SCHOOL IMPROVEMENT PLAN

Westridge Middle
3800 W OAK RIDGE RD
Orlando, FL 32809
407-354-2640

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Westridge Middle

Principal

Christopher Camacho

School Advisory Council chair

Ahmad Upshaw

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

Name	Title
Cynthia Haupt	Assistant Principal of Instruction
Sandra McGraw	Assistant Principal
Heather Dorta	CRT
Tracy Foisy	Math Coach
Michell Young	Reading Coach
Wylene Reed	Staffing Specialist
Linda Arline	CCT

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

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

Membership of the SAC

Ahmad Upshaw- President

Abigail Miller- Vice President

Martiza Martinez- Secretary

The School Advisory Committee (SAC) consists of 62 members which include 9 staff members.

Involvement of the SAC in the development of the SIP

SAC was involved in the development of this school improvement plan by completing a survey about the strengths and needs of the school as it relates to parent involvement, safety, curriculum and communication.

Activities of the SAC for the upcoming school year

The activities of SAC for the 2013-2014 school year include holding monthly meetings to review the school improvement plan, discuss where the allotted school improvement funds should be allocated, and host professional learning communities for parents on topic that they will choose.

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

This will be determined at the next meeting.

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:

Christopher Camacho

Principal	Years as Administrator: 12	Years at Current School: 1
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Credentials

Bachelor of Science in Math Education
 Master of Science in Educational Leadership
 Doctorate of Education in Curriculum and Instruction
 Florida Certification in School Principal K-12
 Florida Certification in Mathematics 6-12

Performance Record

Cynthia Haupt

Asst Principal	Years as Administrator: 11	Years at Current School: 6
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Credentials

Bachelor of Science in Vocational Rehabilitation
 Master of Science in Specific Learning Disabilities
 Educational Specialist Degree in Educational Leadership
 Florida Certification in Specific Learning Disabilities
 Florida Certification in School Principal

Performance Record

Sandra McGraw

Asst Principal	Years as Administrator: 9	Years at Current School: 3
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Credentials

- Bachelor of Science in History
- Master of Science in Educational Leadership
- Florida Certification in Social Studies
- Florida Certification in School Principal

Performance Record

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tracy Foisy

Full-time / District-based	Years as Coach: 3	Years at Current School: 3
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Areas Mathematics

Credentials

- Bachelor of Science in Psychology
- Master of Science in Education Law
- NBCTA in Early Adolescence
- Florida Certification in Mathematics 5-9
- Florida Certification in Mathematics 6-12

Performance Record

Michell Young

Full-time / District-based	Years as Coach: 2	Years at Current School: 2
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Areas Reading/Literacy

Credentials

- Bachelor of Science in Radio and Television Communications
- Master of Science in Educational Leadership
- Florida Certification in English 6-12

Performance Record

Heather Dorta		
Full-time / District-based	Years as Coach: 11	Years at Current School: 15
Areas	Other	
Credentials	Bachelor of Science in Exceptional Child Education, Elementary Education Reading Endorsement Florida Certification in ESE K-12 Florida Certification in Reading Florida Certification in Elementary Education	

Performance Record

Classroom Teachers

# of classroom teachers	83
# receiving effective rating or higher	83, 100%
# Highly Qualified Teachers	100%
# certified in-field	83, 100%
# ESOL endorsed	17, 20%
# reading endorsed	14, 17%
# with advanced degrees	41, 49%
# National Board Certified	2, 2%
# first-year teachers	16, 19%
# with 1-5 years of experience	34, 41%
# with 6-14 years of experience	25, 30%
# with 15 or more years of experience	9, 11%

Education Paraprofessionals

# of paraprofessionals	5
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Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

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

Westridge Middle School recruits and hires only highly qualified, certified in-field and effective teachers. The hiring process is completed by administration.

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 teachers new to Westridge Middle School are invited to 2 days of professional development before pre-planning begins. This professional development includes school wide initiatives such as AVID and implementation of the Common Core State Standards and writing across the curriculum, discipline procedures, etc. Beginning teachers are given a mentor that has been trained by the district and that also effectively teaches in the same academic area. Beginning teachers meet with the curriculum resource teacher (CRT) bi-weekly. Mentoring activities include classroom visits, peer coaching, and lesson planning.

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 MTSS team will monitor all data on a bi-weekly basis to determine needs of individual students. Recommendations will be made by the team for additional assistance to Tier II and Tier III students as needed.

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

Dr. Camacho will monitor the MTSS process to ensure the fidelity and provide updates to the SAC committee regarding the progress monitoring of the SIP

Ms. Haupt will facilitate the data disaggregation with curriculum leaders

Ms. McGraw is in charge of the MTSS organization and monitoring. Ms. McGraw will report bi-weekly to Dr. Camacho.

Ms. Dorta will provide data from Performance Matters to all staff and facilitate professional development

as necessary.

Ms. Foisy will provide support to teachers with lesson planning, common assessments, differentiated instruction, and common core state standards implementation.

Ms. Young will provide support to teachers with lesson planning, common assessments, differentiated instruction, and common core state standards implementation.

Ms. Wylene Reed will provide ESE support to teachers as needed.

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

Monitor the results of data in curriculum leaders bi-weekly meetings and disseminate data to grade level professional learning communities (PLC).

Monitor the effectiveness of the achievement lab

Monitor the effectiveness of the course recovery after school program.

Monitor the effectiveness of the positive behavior support system.

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

Performance Matters

Information Management System (IMS)

Enterprise data warehouse (EDW)

Access Student

Scholastic Reading

MyAccess

Braining Camp

Triumph Learning

Write to Learn

Scholastic Reading Inventory

Penda Learning

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

The MTSS process will be introduced to the curriculum leaders. They will then disseminate the information to the grade level PLC's. This will also be discussed in department meetings and bi-weekly administration meetings

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,400

Morning science tutoring will be offered to all 8th grade students. This tutoring will be held 2 times per week.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data will be collected using Performance Matters science benchmark testing as well as common assessments used in the 8th grade science classes.

Who is responsible for monitoring implementation of this strategy?

Dr. Camacho and Mr. Scott Lords are responsible for monitoring this program.

Strategy: Before or After School Program

Minutes added to school year: 3,600

Book Club held before school twice a week for one hour each meeting.

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?

Analyze Scholastic Reading Inventory (SRI) data for students participating in the book club.

Who is responsible for monitoring implementation of this strategy?

Media Specialist and Reading Coach

Strategy: Before or After School Program

Minutes added to school year: 8,100

After school course recovery program will begin during the 2nd nine weeks for students not receiving passing grades in core subject areas.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected using the SuccessMaker program and student progress will be analyzed for effectiveness.

Who is responsible for monitoring implementation of this strategy?

Ms. Sandra McGraw is responsible for monitoring this program.

Literacy Leadership Team (LLT)

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

Name	Title
Lori Kimble	Media Specialist
Michell Young	Reading Coach
Dr. Christopher Camacho	Principal
Cynthia Haupt	Assistant Principal of Instruction
Heather Marsh-Beersingh	Art Teacher
Kimberly Paternoster	Social Studies Curriculum Leader
Lori Perkins	Language Arts Curriculum Leader

How the school-based LLT functions

The Literacy Leadership Team will meet monthly to review performance data as well as literacy across the curriculum.

Major initiatives of the LLT

Major initiatives for the LLT for the 2013-2014 school year include:
 Increased circulation of students and books in the Media Center.
 Increased level of complex text in content area courses.
 Increased authentic reading assignments and assessments.
 AVID literacy strategies embedded in daily lesson plans.

Every Teacher Contributes to Reading Instruction

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

Westridge Middle School will ensure that every teacher contributes to the reading improvement of every student by:

- Lesson plan documentation ensuring that ELA standards are being taught
- Open response assessments across all curriculum areas
- Implementation of close reading strategies in all classrooms using complex text
- Implementation of common core reading strategies in all content areas
- Use of document based questions (DBQ's) in Social Studies
- Read and think alouds in classrooms
- Schoolwide lexile testing
- Increase reading of informational text
- Increase the use of rigorous academic vocabulary
- Focus on text-based answers
- Increase writing from sources
- Rigorous literacy instruction in all content areas

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

Westridge Middle School incorporates Advancement Via Individual Determination (AVID) learning and literacy strategies school-wide. These strategies will help students see that they are all capable of going to college and teaches them strategies to be successful in all academic environments. Westridge Middle School offers Computing for College and Careers as an elective for high school credit. This elective teaches students how to use specific computing operations in order for them to be successful in college and their careers.

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

Advancement Via Individual Determination promotes academic and career planning through the placement of students in rigorous classes and providing learning strategies to include binder organization, Cornell note usage, and tutorials. This program is school-wide.

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	47%	37%	No	52%
American Indian				
Asian	54%	55%	Yes	59%
Black/African American	43%	36%	No	49%
Hispanic	49%	35%	No	54%
White	54%	47%	No	59%
English language learners	38%	20%	No	44%
Students with disabilities	30%	9%	No	37%
Economically disadvantaged	46%	36%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	268	24%	33%
Students scoring at or above Achievement Level 4	129	9%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	680	59%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	737	64%	87%

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)	102	38%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	13%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	43	16%	20%

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	129	39%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	44%	31%	No	50%
American Indian				
Asian	60%	38%	No	64%
Black/African American	43%	36%	No	48%
Hispanic	43%	35%	No	49%
White	50%	47%	No	55%
English language learners	35%	20%	No	42%
Students with disabilities	24%	9%	No	32%
Economically disadvantaged	43%	36%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	276	24%	30%
Students scoring at or above Achievement Level 4	138	12%	16%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	633	55%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	690	60%	83%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	150	13%	15%
Middle school performance on high school EOC and industry certifications	118	79%	86%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	63%	66%
Students scoring at or above Achievement Level 4	17	13%	19%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	12	71%	

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	19%	27%
Students scoring at or above Achievement Level 4	46	13%	15%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	1	0%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	89	8%	19%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	28	2%	19%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	1	1%	2%
CTE teachers holding appropriate industry certifications	1	1%	1%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	260	20%	10%
Students who fail a mathematics course	27	2%	1%
Students who fail an English Language Arts course	10	1%	0%
Students who fail two or more courses in any subject	9	0%	0%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	325	27%	

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

Westridge Middle School will host 2 Advancement Via Individual Determination (AVID) parent nights per school year.

A volunteer calendar will be provided to all parents to detail volunteer opportunities and expectations. Westridge Middle School will implement activities and PLC's that will build the capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student achievement (2nd Monday of the month from 5pm-6pm).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Westridge Middle School will improve parental involvement by 10%	255	25%	35%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Student achievement in Reading will increase through the use of increased amount of rigor in the classroom and creating common assessments.
- G2.** Student achievement will increase in Mathematics through increased rigor and common assessments
- G3.** Student achievement in Writing will increase through an increase in rigor and professional development
- G4.** Westridge Middle School occurrences of behavior which requires discipline will decrease through incorporating Ruby Payne strategies and consistently implementing the Positive Behavior Support program.

Goals Detail

G1. Student achievement in Reading will increase through the use of increased amount of rigor in the classroom and creating common assessments.

Targets Supported

- All Areas
- 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 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
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Incorporation of Scholastic Systems 44, Read180, and Achieve 3000 programs
- professional development offered in new reading program
- professional Learning Community meetings
- reading endorsed curriculum resource teacher

- Reading Counts school-wide incentive program
- incorporation of Imagine Learning for first and second year English language learning (ELL) students
- professional development for sheltered instruction observation protocol (SIOP) for English language learners (ELL) classes
- enhancement of classroom libraries across the content areas

Targeted Barriers to Achieving the Goal

- There is an inconsistent level of rigor in the classrooms daily
- There is a lack of effective assessment practices
- Teachers need to incorporate more checks for understanding and monitoring of student comprehension during instructional delivery.

Plan to Monitor Progress Toward the Goal

Progress monitoring through Scholastic programs, SRI testing and classroom walkthrough observations.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule:

ongoing

Evidence of Completion:

Progress Monitoring results and classroom observation results.

G2. Student achievement will increase in Mathematics through increased rigor and common assessments

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- Mathematics Instructional Coach
- professional development
- math is double blocked for all non-Honors 8th grade students
- mathematics based software programs.

Targeted Barriers to Achieving the Goal

- There is an inconsistent level of rigor in the classrooms daily
- There is a lack of effective assessment strategies

Plan to Monitor Progress Toward the Goal

Monitor all classroom instruction with classroom walkthroughs Monitor all assessment data

Person or Persons Responsible

Administrators and Mathematics instructional coach

Target Dates or Schedule:

immediate and ongoing

Evidence of Completion:

Mastery of practice as shown by data.

G3. Student achievement in Writing will increase through an increase in rigor and professional development

Targets Supported

- All Areas
- 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 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
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Professional development
- software programs to enhance writing instruction
- extended response will be included in all common assessments in all core curricular areas

Targeted Barriers to Achieving the Goal

- There is an inconsistent level of rigor in the classrooms daily
- There is a lack of teacher content knowledge

Plan to Monitor Progress Toward the Goal

Progress will be monitored by collecting walkthrough data to determine effectiveness of the SMART 7 elements in the classroom

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule:

Immediate and ongoing

Evidence of Completion:

There is marked evidence of effective use of rigor in classroom instruction.

G4. Westridge Middle School occurrences of behavior which requires discipline will decrease through incorporating Ruby Payne strategies and consistently implementing the Positive Behavior Support program.

Targets Supported

- All Areas
- 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 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
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Positive Behavior Support program
- Renaissance
- MTSS committee

Targeted Barriers to Achieving the Goal

- Staff members lack knowledge of how to handle behavior concerns.
- There is a lack of consistency when implementing the Positive Behavior Support program

Plan to Monitor Progress Toward the Goal

Behavior will be monitored monthly through behavior data.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Immediately and ongoing

Evidence of Completion:

Incidences of student misbehavior will decrease. Consequences will be given consistently through all teachers and administrators

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement in Reading will increase through the use of increased amount of rigor in the classroom and creating common assessments.

G1.B1 There is an inconsistent level of rigor in the classrooms daily

G1.B1.S1 Increase amount of non-fiction and complex text in all classrooms

Action Step 1

Enhance all core academic classrooms with classroom libraries to include non-fiction and complex text

Person or Persons Responsible

All teachers and staff members.

Target Dates or Schedule

ongoing

Evidence of Completion

When classrooms are furnished with non-fiction and complex text.

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

Non-fiction and complex text will be distributed to classrooms in September

Person or Persons Responsible

Heather Goddard

Target Dates or Schedule

September of 2013

Evidence of Completion

Additional text in all core content area classrooms.

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Increased and uninterrupted time for reading

Action Step 1

Ensure that all Reading classes have uninterrupted double blocks.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 to ongoing

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monthly fidelity checks to ensure that all reading students are receiving a double block of reading.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of G1.B1.S3

Scholastic Reading Inventory (SRI) progress monitoring

Person or Persons Responsible

Cynthia Haupt and Michell Young

Target Dates or Schedule

Monthly

Evidence of Completion

Scholastic Reading Inventory (SRI) reports to determine if students are increasing reading levels.

G1.B1.S6 Utilizing paper version of classroom walkthrough's to determine how often DQ3 and DQ4 are being incorporated.

Action Step 1

A paper version of a classroom walkthrough will be created. This will aid coaches and teachers to increase rigor in the classroom

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Data from walkthrough observations and evidence of ongoing professional developments and coaching opportunities based off of data from observations.

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

Implement classroom walkthroughs daily. Coaches will concentrate on their specific curricular areas and administration will concentrate school-wide.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Ongoing and updated data on the areas of strength and weakness for individual teachers and departments. Professional development will be aligned to the needs of individual teachers.

Plan to Monitor Effectiveness of G1.B1.S6

Utilization of classroom walkthrough data to provide coaching opportunities and professional development opportunities to teachers based on their specific needs as evidenced in walkthrough observation outcomes.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Increased level of rigor in the classroom as seen in data from classroom walkthrough observations and student achievement data.

G1.B3 There is a lack of effective assessment practices

G1.B3.S1 All assessments will no longer be only multiple choice. Extended writing response style questions will be required for comprehension and testing purposes.

Action Step 1

Teachers will re-write common assessments to incorporate common core type questions.

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Tests, quizzes and comprehension checks that are thought provoking, rigorous and have minimum number of multiple choice items on them and include extended responses.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Extended writing response type questions will be incorporated into all tests and quizzes to include extended written responses.

Person or Persons Responsible

All instructional staff, Administrators, Instructional Coaches

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Common assessments with minimum number of multiple choice questions on them and include written extended response items.

Plan to Monitor Effectiveness of G1.B3.S1

Ongoing progress monitoring of extended writing response style assessments to determine students' strengths and weaknesses.

Person or Persons Responsible

All instructional staff, administrators, curriculum leaders and instructional coaches.

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Data disaggregation of common assessments, lesson plan documentation, PLC documentation, growth in rigorous testing of students.

G2. Student achievement will increase in Mathematics through increased rigor and common assessments

G2.B1 There is an inconsistent level of rigor in the classrooms daily

G2.B1.S1 Providing professional development to incorporate the Common Core State Standards (CCSS) Mathematics practices

Action Step 1

Professional development that began at the end of the last school year and will continue throughout the year.

Person or Persons Responsible

Mathematics Instructional Coach

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Classroom walkthrough, common assessments, and lesson plan documentation.

Facilitator:

Mathematics Instructional Coach

Participants:

Mathematics Instructional Coach

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

Progress monitoring through common assessments and Performance Matters math benchmark results

Person or Persons Responsible

Administration and Mathematics Instructional Coach

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Classroom walkthrough data of evidence, assessment data to determine mastery of each specific practice

Plan to Monitor Effectiveness of G2.B1.S1

Use of data from common assessments and Performance Matters mathematics benchmark assessments

Person or Persons Responsible

Administrators and Mathematics Instructional Coaches

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Mastery of mathematical practice

G2.B1.S2 Incorporate the use of a paper based classroom walkthrough that focuses on the 8 Mathematics practices

Action Step 1

A paper version of a classroom walkthrough will be created to ensure focus on area in need. This will aid coaches and teachers to increase rigor in the classroom and standards based instruction.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Data from walkthrough observations and evidence of ongoing professional developments and coaching opportunities based off of data from observations.

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

Implement classroom walkthroughs daily. Coaches will concentrate on their specific curricular areas and administration will concentrate school-wide.

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Ongoing and updated data on the areas of strength and weakness for individual teachers and departments. Professional development will be aligned to the needs of individual teachers

Plan to Monitor Effectiveness of G2.B1.S2

Utilization of classroom walkthrough data to provide coaching opportunities and professional development opportunities to teachers.

Person or Persons Responsible

Administrators and coaches

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Increased level of rigor in the classroom as seen in data from classroom walkthrough observations

G2.B2 There is a lack of effective assessment strategies

G2.B2.S1 Incorporate extended response writing style test questions that have extended writing responses on all formative and summative assessments.

Action Step 1

Teachers will meet during PLC's and as a department to write assessments to incorporate common core style questions that require written extended responses.

Person or Persons Responsible

Mathematics Instructional Coach and mathematics teachers

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Completed common assessments with written extended responses embedded in them.

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

Implementation will be monitored through PLC documentation and department meeting documentation.

Person or Persons Responsible

Administration and Mathematics Instructional Coach

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

A common assessment that incorporates common core style questions and requires extended written responses.

Plan to Monitor Effectiveness of G2.B2.S1

Effectiveness will be monitored through data disaggregation in PLC's, department meetings and curriculum leader meetings.

Person or Persons Responsible

Administration and Mathematics Instructional Coach

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Data that shows an increase in student achievement.

G3. Student achievement in Writing will increase through an increase in rigor and professional development

G3.B1 There is an inconsistent level of rigor in the classrooms daily

G3.B1.S1 Utilizing paper version of classroom walkthrough's to determine how often DQ3 and DQ4 are being incorporated

Action Step 1

A paper version of a classroom walkthrough will be created. This will aid coaches and teachers to increase rigor in the classroom.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Immediate and Ongoing

Evidence of Completion

Data from walkthrough observations and evidence of ongoing professional developments and coaching opportunities based off of data from observations.

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

Implement classroom walkthroughs daily. Coaches will concentrate on areas their specific curricular areas and administration will concentrate on their assessing areas.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Ongoing and updated data on the areas of strength and weakness for individual teachers and departments. Professional development will be aligned to the needs of individual teachers.

Plan to Monitor Effectiveness of G3.B1.S1

Data will be collected to ensure that extended writing responses are being used and used effectively.

Person or Persons Responsible

Administrators and Instructional coaches

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Progress Monitoring results and classroom observation results show a marked increase in the level of DQ3 and DQ4 in the classrooms.

G3.B2 There is a lack of teacher content knowledge

G3.B2.S1 Provide professional development for teachers on FCAT rubric scoring.

Action Step 1

Teachers will be given a day of temporary duty elsewhere (TDY) in order to score the first implementation of practice prompts. They will score each other's papers and their own for fidelity.

Person or Persons Responsible

Curriculum resource teacher and English Language Arts teachers

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

The notes from writing benchmark rubric scoring is consistent with other teachers.

Facilitator:

Curriculum resource teacher

Participants:

English Language Arts (ELA) teachers

Action Step 2

English Language Arts (ELA) instructors will receive professional development on how to score an FCAT writes essay.

Person or Persons Responsible

English Language Arts (ELA) instructors and the curriculum resource teacher (CRT)

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

English Language Arts (ELA) instructors will complete the training.

Facilitator:

Curriculum resource teacher

Participants:

English Language Arts (ELA) instructors and curriculum resource teacher (CRT)

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

Teachers will be given a day of temporary duty elsewhere (TDY) in order to score the first implementation of practice prompts. They will score each other's papers and their own for fidelity.

Person or Persons Responsible

English Language Arts (ELA) instructors and curriculum resource teacher (CRT)

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

All writing prompts will be scored with fidelity as evidenced in essay practice writing.

Plan to Monitor Effectiveness of G3.B2.S1

Data from monthly writing prompts will be analyzed for fidelity and accuracy

Person or Persons Responsible

Curriculum resource teacher, English language arts teachers and the assistant principal of instruction

Target Dates or Schedule

Immediately and Ongoing

Evidence of Completion

Writing scores for monthly writing prompts will be accurate with multiple scorers.

G4. Westridge Middle School occurrences of behavior which requires discipline will decrease through incorporating Ruby Payne strategies and consistently implementing the Positive Behavior Support program.

G4.B1 Staff members lack knowledge of how to handle behavior concerns.

G4.B1.S1 Staff members will be trained on Ruby Payne strategies to incorporate in the classroom

Action Step 1

Staff members will be trained in Ruby Payne strategies to incorporate into the classroom.

Person or Persons Responsible

Ms. McGraw, Ms. Arline and Ms. Dorta

Target Dates or Schedule

Pre-planning and ongoing

Evidence of Completion

Teachers are seen using strategies in classroom as evidenced during classroom walkthroughs.

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

Fidelity of Implementation will be through classroom implementation as evidenced in classroom walkthrough observations

Person or Persons Responsible

Administration and deans

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Evidence of Ruby Payne strategies being utilized correctly in the classroom

Plan to Monitor Effectiveness of G4.B1.S1

Effectiveness will be monitored through the use of data disaggregation of student behavior reports

Person or Persons Responsible

Dr. Camacho and deans

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Student behavior that requires consequences will decrease as evidenced in student behavior data reports.

G4.B2 There is a lack of consistency when implementing the Positive Behavior Support program

G4.B2.S1 Staff will be trained on exactly what the expectations of the positive behavior support system are and how they are to be implemented.

Action Step 1

Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented

Person or Persons Responsible

Dr. Camacho and deans

Target Dates or Schedule

Pre-planning and ongoing

Evidence of Completion

Completion is shown through completion of the training

Facilitator:

Grade level deans

Participants:

All staff

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

Fidelity of implementation will be determined by all staff members participating in the program and using the program as it is made to be used.

Person or Persons Responsible

Dr. Camacho and deans

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Evidence of the fidelity of the program will be when students are rewarded for random positive behavior.

Plan to Monitor Effectiveness of G4.B2.S1

Effectiveness of the positive behavior support program will be monitored by disaggregating student behavior data to see a decrease in student behavior referrals.

Person or Persons Responsible

Dr. Camacho and deans

Target Dates or Schedule

Immediately and ongoing

Evidence of Completion

Student discipline will decrease as evidenced in the student behavior referrals.

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. Student achievement will increase in Mathematics through increased rigor and common assessments

G2.B1 There is an inconsistent level of rigor in the classrooms daily

G2.B1.S1 Providing professional development to incorporate the Common Core State Standards (CCSS) Mathematics practices

PD Opportunity 1

Professional development that began at the end of the last school year and will continue throughout the year.

Facilitator

Mathematics Instructional Coach

Participants

Mathematics Instructional Coach

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

Classroom walkthrough, common assessments, and lesson plan documentation.

G3. Student achievement in Writing will increase through an increase in rigor and professional development

G3.B2 There is a lack of teacher content knowledge

G3.B2.S1 Provide professional development for teachers on FCAT rubric scoring.

PD Opportunity 1

Teachers will be given a day of temporary duty elsewhere (TDY) in order to score the first implementation of practice prompts. They will score each other's papers and their own for fidelity.

Facilitator

Curriculum resource teacher

Participants

English Language Arts (ELA) teachers

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

The notes from writing benchmark rubric scoring is consistent with other teachers.

PD Opportunity 2

English Language Arts (ELA) instructors will receive professional development on how to score an FCAT writes essay.

Facilitator

Curriculum resource teacher

Participants

English Language Arts (ELA) instructors and curriculum resource teacher (CRT)

Target Dates or Schedule

Immediate and ongoing

Evidence of Completion

English Language Arts (ELA) instructors will complete the training.

G4. Westridge Middle School occurrences of behavior which requires discipline will decrease through incorporating Ruby Payne strategies and consistently implementing the Positive Behavior Support program.

G4.B2 There is a lack of consistency when implementing the Positive Behavior Support program

G4.B2.S1 Staff will be trained on exactly what the expectations of the positive behavior support system are and how they are to be implemented.

PD Opportunity 1

Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented

Facilitator

Grade level deans

Participants

All staff

Target Dates or Schedule

Pre-planning and ongoing

Evidence of Completion

Completion is shown through completion of the training

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Student achievement in Writing will increase through an increase in rigor and professional development	\$1,320
	Total	\$1,320

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title II		\$1,320
Total		\$1,320

Budget Details

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

G3. Student achievement in Writing will increase through an increase in rigor and professional development

G3.B2 There is a lack of teacher content knowledge

G3.B2.S1 Provide professional development for teachers on FCAT rubric scoring.

Action Step 1

Teachers will be given a day of temporary duty elsewhere (TDY) in order to score the first implementation of practice prompts. They will score each other's papers and their own for fidelity.

Resource Type

Evidence-Based Program

Resource

Substitutes will be needed so that teachers can attend professional development

Funding Source

Title II

Amount Needed

\$1,320

Action Step 2

English Language Arts (ELA) instructors will receive professional development on how to score an FCAT writes essay.

Resource Type

Evidence-Based Program

Resource

Substitutes will be provided to teachers to attend professional development

Funding Source

Title II

Amount Needed

\$0