

I. Current School Status:

A. School Information:

1. School-Level Information:

- a. School: Lakewood Park Elem. School
- b. Principal's name: Dianne Young
- c. School Advisory Council chair's name: Susan Fredrickson
- d. Names and position titles of the School-based Leadership Team (SBLT):

Name	Title
Tammy Smith	Assistant Principal
Alexandria Laoutas	Instructional Coach
Susan Fredrickson	Literacy Coach
Rachel Smith	ESE Grade Chair
Del Metellus	Guidance Counselor

2. District-Level Information:

- a. District: St Lucie
- b. Superintendent's name: Mrs. Genelle Zoratti Yost
- c. Date of school board approval of SIP: Pending

B. 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).

1. Describe the membership of the SAC including position titles:

The members of the School Advisory Council are representative of community members, parents and staff members. Susan Fredrickson is the SAC Chair and Lori Checchi serves as the Secretary. Representatives from each of the School Improvement Plan Committees are a part of the team and represent the staff.

2. Describe the involvement of the SAC in the development of this school improvement plan:

SAC team members are presented with the most recent FCAT 2.0 data at the first meeting of the school year. A presentation is made outlining growth as well as areas of concern. Members discuss possible barriers present and what strategies are possible to attain AMO goals for the coming year. A DRAFT is developed and emailed to all participants. Hard copies are also made available so that all members can review the DRAFT prior to coming back together as a SAC team and be prepared to discuss suggestions/revisions with the SAC membership. In addition, SIP committees are established with all instructional staff members participating in one of the Literacy, Math, Science, Technology or Site Safety Committees. Each committee reviews the SIP plan as well and offers suggestions/revisions to be brought before the SAC Committee. The plan is then reviewed, suggestions/recommendations noted and the plan is modified as necessary.

3. Describe the activities of the SAC for the upcoming school year:

The School Advisory Council meets on a monthly basis. Members are asked for input into the current SIP and are given the chance to review and amend those items presented. The membership votes to approve the SIP and then on a monthly basis is given updates from each of the SIP committees that address specific goals and strategies outlined in the plan. Data is provided in order to monitor progress toward AMO goals for the school as well. Services provided to students such as tutorial services are reviewed and updates provided. The SAC membership is able to ask questions, offer suggestions and provide feedback as to the progress being made toward our school goals.

4. Describe the projected use of school improvement funds and include the amount allocated to each project:

Title I funds are used to accomplish the goals outlined in the SIP.

5. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:

In Compliance

6. If no, describe the measures being taken to comply with SAC requirements:

C. 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).

1. Administrators:

- a. # Administrators: 2
- b. # Receiving Effective rating or higher: (not entered because basis is < 10)
- c. For each of your school's administrators (principal and all assistant principals), complete the following fields:

Administrator	Credentials	Performance Record
Dianne Young Principal	Masters in Educational Leadership Bachelors in Elementary Education VE Certification K-12 Gifted Certification Years as Administrator: 5 Years at Current School: 1	2012-2013: Lakewood Park Elementary, Principal- School Grade D/401 points (gained 67 points) Rd. Prof. = 42%; Math Prof. = 43%; Writing Prof. = 47%; Science Prof. = 36% 2011-2012: Weatherbee Elementary, A.P. - School Grade C Rd. Prof. = 48%; Math Prof = 52%; Writing Prof. = 82% 2010-2011: Weatherbee Elementary, A.P. - School Grade B Rd. Prof. = 59%; Math Prof = 75%; Writing Prof. = 93%
Tammy E. Smith Asst. Principal	BA Elementary Education ESOL Endorsement National Board Certification Masters Reading/Literacy Masters Educational Leadership Years as Administrator: 0 Years at Current School: 0	Highly Effective Evaluation (VAM) Two years at Title 1 DA School as literacy coach, assisted school in moving from D to C in one year.

2. Instructional Coaches:

- a. # Instructional Coaches: 2
- b. # Receiving Effective rating or higher: (not entered because basis is < 10)
- c. For each of your school's instructional coaches, complete the following fields:

Coach	Credentials	Performance Record
Susan Fredrickson Part-time District-based Areas: Reading/Literacy	BA in Elementary Education K-3 and 1-6 M. ED in Reading Reading-Endorsed ESOL Endorsed Years as Coach: 4 Years at Current School: 4	Evaluations over the last three years have been rated as overall Effective.
Alexandria Laoutas Part-time District-based Areas: Mathematics, Science	B.S, Education Concentration: Childhood Curriculum & Instruction M.Ed- Educational Leadership Concentration: School Leaders K-12 Certified Elementary Education K-6 Educational Leadership - All levels	Prior school was a non-graded Pre-K to 2nd school with no data gathered through state testing.

ESOL Endorsed

Years as Coach: 2

Years at Current School: 0

3. Classroom Teachers:

- a. # of classroom teachers: 44
- b. # receiving effective rating or higher: 17, 39%
- c. # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 39, 89%
- d. # certified in-field, pursuant to Section 1012.2315(2), F.S.: 43, 98%
- e. # ESOL endorsed: 24, 55%
- f. # reading endorsed: 2, 5%
- g. # with advanced degrees: 13, 30%
- h. # National Board Certified: 1, 2%
- i. # first-year teachers: 2, 5%
- j. # with 1-5 years of experience: 13, 30%
- k. # with 6-14 years of experience: 18, 41%
- l. # with 15 or more years of experience: 11, 25%

4. Education Paraprofessionals, pursuant to s. 1012.01(2)(e):

- a. # of paraprofessionals: 6
- b. # Highly Qualified, as defined in 20 U.S.C. § 6319(c): 6, 100%

5. Other Instructional Personnel:

- a. # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals: 5
- b. # receiving effective rating or higher: (not entered because basis is < 10)

6. 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).

- a. Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.:
As a part of the initial interview process, the principal secures quality staff members who are highly qualified and who possess a similar philosophy that all children are capable of success. New teachers are assigned mentors and participate in monthly meetings designed to meet the needs of beginning teachers. New teachers are supported for the first two years of their employment at both the school and district levels with professional development designed to meet their needs. Quality instructional and behavioral professional development is provided with follow up to insure teacher success with implementation. Modeling of best practices and/or observations of these practices are provided for any instructional staff that seeks to improve their professional practice. Frequent observations, classroom walkthroughs and teacher/coach and teacher/administrator time for reflection upon classroom practices help to increase teacher confidence. An educational environment in which all stakeholders are valued improves teachers retention. For this reason, a conscious effort is made to offer support to our Falcon family/staff.

7. 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).

- a. Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities:
During the 2013-2014 school year, two new teachers as well as 2 new teachers to Lakewood Park Elementary will be paired with our Literacy Coach (primary teachers) and Instructional Coach (intermediate teacher) so that they may gain professional development, modeling/coaching opportunities as well as a build in support system for our new

teachers. Twelve second year teachers have been paired with their grade chairs for a second year of support as they continue to build their skill and classroom practices. Teachers in both their first and second year of teaching are provided support through monthly meetings on campus designed to address topics as well as through district level meetings that provide professional development as well as a time to network with their fellow teachers.

D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).

- 1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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:**

State, district and school-based assessments are used to monitor the progress of all students. All students participate in reading running records assessments that provide instructional, independent and frustration levels of reading. This allows the teacher to form groups based upon individual and small group needs. Reading and Math assessments based on the standards taught are given using the FCIM model. This allows frequent checks on proficiency levels. All students participate in small group instruction based on their need within the homeroom setting. Small groups are assigned to remediate students who need to address a specific standard. Those students who require a more direct instruction approach at the Tier 2 or Tier 3 levels of instruction are grouped based on the skills they need to strengthen. Progresses monitoring using such tools as the Easy CBM assessment for reading/math are used every 10 instructional days for Tier 2 students and every 5 days for Tier 3 students. Progress is monitored and RtI Response meetings are held in order to monitor the student's progress, or lack thereof. Based on the data gathered, the intervention is continued, modified or at times changed if there is no progress shown. Classroom teachers provide Tier 2 intervention and a Reading Intervention teacher provides instruction for Tier 3 reading students. The Instructional Coach, who focuses on Math and Science, also provides support in those areas as does the Literacy Coach, when needed. Coaches help teachers select appropriate instructional materials and monitor the progress monitoring process to make sure that data is gathered with fidelity. Behavioral RtI groups are formed as needed. Resource teachers as well as the Guidance Counselor offer support in this area. Progress monitoring is put in place with daily point sheets, behavioral contracts and/or with the monitoring of referral and code calls data. Academic data is reviewed with each grade level team on one month and the next is the review of behavioral data. Dates for these meetings are set by the end of the first week of school so that all may be notified in advance.
- 2. What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? :**

The Guidance Counselor serves as chairperson for the school's MTSS team. The principal, with a background in ESE and behavior and the assistant principal, with a background in reading offer input and strategies for student instruction as well as monitoring the fidelity of the implementation of Tier 2 and Tier 3 structures. The ESE Grade Chair is knowledgeable about strategies and materials that may be used for instructional purposes that are outside of the core curricular materials. Two classroom teachers, one primary and one intermediate, are a part of the team and they provide knowledge of the core curriculum and standards taught. The Literacy and Instructional (Math and Science) Coaches are a part of the MTSS team and offer help with students, but also offer additional strategies and support to the teacher and within the classroom when needed.

With regard to the SIP, leadership team members serve as chairs of SIP committees that meet on a monthly basis. Each committee (Literacy, Math, Science/STEM, Technology, and Site Safety) review the SIP on a monthly basis and monitor through assessment data as well as through the monitoring of progress toward completing the SIP strategies. Notes from the meetings are sent to the principal for review and documentation of progress, questions/concerns. Reports and updates from these committee meetings are shared monthly at the SAC meeting so that all stakeholders are aware of the progress being made. Suggestions made by SAC are then shared with all members of the various SIP committees so that there is communication between teachers and SAC members on specific goals/data.
- 3. Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP:**

MTSS is monitored by administration and the leadership team through the review of state, district and grade level assessments. The FCIM model is used to track student proficiency on specific standards that are being taught and reteaching/reassessing of those standards are provided for those who are scoring less than proficient. Data is gathered for those students participating in Tier 2 and/or Tier 3 interventions and their progress is monitored to see if that intervention is producing positive results. Walk through data is gathered by administrators and coaches as a part of the MTSS fidelity check for services.

In addition to the SIP committee meetings and reports given to SAC members on a monthly basis, the leadership team consisting of administration, coaches, reading intervention teacher, the Guidance Counselor and ESE grade chair monitor the progress of students and the work toward accomplishing the goals outlined in the SIP. Agenda items are included to reflect on the most recent data. A data room will be initiated during the 2013-2014 school year in order to better track student progress and to serve as a way to monitor student growth/concern.

4. Describe the 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 (e.g., behavior, attendance):

MTSS Academic/ RtI-A: State, district and school-based assessments are used for progress monitoring of all students in each core subject area. Those students who have been determined, based on analysis of their assessment data, to need supplemental services at the Tier 1 level are monitored with the same assessments as all students, with the exception of included reteach mini-assessments and/or assessments that are aligned to the standards they are being supported in at that time. Those students who have been determined based on data to need more intensive services, are progress monitored additionally with Easy CBM for reading or math, Foundations Unit assessments or by tracking growth in the Imagine program for our ELL students. For those at the Tier 2 level of intervention, they are assessed every 10 school days and their data points graphed to monitor the effectiveness of the intervention as well as their personal progress. For those who are at the Tier 3 level of intervention, their progress monitoring assessment is given every 5 school days to closely track their progress and data points are plotted in graph form to monitor the student's growth as well as the effectiveness of the program. Response meetings are scheduled throughout the year, usually every 8-10 weeks, to address academic concerns and student progress toward their individual goals.

MTSS Behavior/ RtI-B: Positive Behavior Support in conjunction with CHAMPS is used as reinforcement of expectations for all Tier 1 students. Data is gathered through FAST data, Classroom Behavioral Support Documents as well as observational data (ABC) if the student needs support within the classroom setting. If the child has a referral(s), that data becomes a part of the monitoring system as well noting times, locations, subject area(s), etc. where the incidents are occurring. This data is shared with the RtI Team during response meetings and if additional support is deemed necessary, the student is moved to a Tier 2 level, where the parent will be involved in preparing a plan of action to address their child's needs. The plan may include a daily point sheet, Check In/Check Out mentor, or behavioral contract. Goals are set and data points are gathered on a daily basis to see if the student is meeting his/her goal(s). The percentage of proficiency is determined at the implementation phase of the plan and then as proficiency is gained, the percentage rate is raised in order to move the student toward more proficiency with classroom/school-wide expectation. Tier 3 Behavioral interventions would include those students who have a Behavior Intervention Plan in place or who are in the process of a Functional Behavior Assessment moving toward the completion of the Behavior Intervention Plan. Tier 3 Behavioral students usually have multiple concerns to be addressed and may be monitored on a monthly basis through RtI Response Meetings.

MTSS Behavioral Data: The PBS team is divided into two groups. One of the groups addresses behavioral data and analysis of that data is brought before both the PBS and RtI teams. Data is shared with the staff as a whole, monitoring referral rates and noting locations, times, and grade levels. The team works in conjunction with the PBS events committee who not only monitors the fidelity of the PBS Plan, but is charged with providing monthly events in order to reward and encourage positive behavior for all students.

MTSS Attendance: An attendance committee meets monthly to monitor the absences/tardies of those students who have been identified, beginning with the first week of school. Members of the team include school-based staff and administration as well as a district representative and social worker who assist with parent contact as well as with following the district truancy policy. This formal process allows the team to track attendance, improvement in attendance/tardies or the lack of improvement. Parents are contacted and ultimately may be taken to Truancy Court if the attendance/tardies for their child does not show significant improvement. In addition, during the 2013-2014 school year, the committee will be incorporating rewards for classrooms with the highest percentage of students in attendance. Door hangers will alert staff members to the classes with 100% attendance so that we may congratulate them on their success.

5. Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents:

MTSS training has been provided by our school district and yearly refreshers are given to update the changes in policy and/or procedures. Classroom teachers serve on the school's CORE team so that they are able to have a deeper understanding of the process and data-based decision making for students, grade levels, and the school as a whole. Members of the CORE team are assigned roles and the gathering and monitoring of data is accomplished through the

efforts of multiple team members. Academic data as well as monthly behavioral data is posted for staff to see so that there is a visual monitoring of progress and celebrations of success. Parents are informed of academic and behavioral processes, policies and data during monthly School Advisory Council Meetings, monthly P.T.O. meetings and at various family events to highlight content areas as well as to celebrate behavioral success goals as a school. Students will be able to share their individual academic and/or behavioral goals with parents during the 2013-2014 school year as we initiate Student Led Conferences.

E. 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).

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

Strategy Type	Minutes Added to School Year	Purpose
Before or After School Program	17,520	Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education
Strategy Description	21st Century after-school program has been applied for at this time. The focus will be 5 days of instruction designed around project-based learning. The program will run Monday through Friday from 3:15 - 5:15 daily. There will be 30 minutes of tutorial/core instructional help and 90 minutes of project based learning that will incorporate all core instructional areas. The first project-based topic, designed to cover a 9 week period of time will be focused on Ecosystems. Community contacts are being made to incorporate in house field trips with staff from Inlet State Park as well as Harbor Branch Oceanographic Society. The start date has not been determined as grants have not yet been awarded. Based on projection, a start date of September 30th is likely. (146 days x 2 hours daily = 292 hours).	
How is data collected and analyzed to determine the effectiveness of this strategy?	Students will be monitored as to their work during the project with a pre/post assessment. Their growth on school and district based assessments will also be monitored to analyze the effect of this time of learning on their overall proficiency in reading, math, science and writing.	
Who is responsible for monitoring implementation of this strategy?	Administration District Program Specialists Teachers	
Strategy Type	Minutes Added to School Year	Purpose
Before or After School Program	240	Teacher collaboration, planning and professional development
Strategy Description	Teachers will be provided professional development in the area of writing for four sessions over the course of four months in which the facilitator will guide the teachers through collaborative scoring based on state produced anchor papers and aligned with the state writing rubric. Each one hour session will be focused on the most recent writing gathered by the classroom teachers in fourth grade. Teachers from other grade levels will be invited to participate as well.	
How is data collected and analyzed to determine the effectiveness of this strategy?	Weekly writing samples from prompts in fourth grade will be used as a part of the collaborative scoring process. Other grade levels will use their writing assessments/writing samples from extended activities in order to build skill in the area of collaborative scoring.	

Who is responsible for monitoring implementation of this strategy?	Administrators Literacy Coach Teachers	
Strategy Type	Minutes Added to School Year	Purpose
Weekend Program	1,080	Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education
Strategy Description	All fifth grade students will be invited to participate in Saturday Science Camp to be held for 6 weeks. Each Saturday session will run from 8:30 - 11:30. Lessons will be based on analysis of benchmark data scores, with an analysis of standards tested as well as mini assessment data on those same standards. Progress will be tracked through continued mini-assessments in order to monitor student growth toward proficiency on specific standards. Should seats be available, fourth grade students will be invited to fill those spots.	
How is data collected and analyzed to determine the effectiveness of this strategy?	Benchmark data as well as mini assessment data will be used to drive instruction that will take place during the weekly Saturday Writing Camp. Continued mini-assessments will provide feedback as well as 2014 FCAT score analysis	
Who is responsible for monitoring implementation of this strategy?	Administration Instructional Coach Teachers	
Strategy Type	Minutes Added to School Year	Purpose
Weekend Program	1,080	Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education
Strategy Description	All fourth grade students will be invited to participate in Saturday Writing Camp to be held for 6 weeks. Each Saturday session will run from 8:30 - 11:30. Students will be grouped based on analysis of weekly prompt scores and progress will be tracked in order to monitor student growth toward proficiency and beyond. Should seats be available, third grade students will be invited to fill those spots.	
How is data collected and analyzed to determine the effectiveness of this strategy?	Weekly prompts are given as a part of the regular school day. Students' progress is charted to show their scores in order to monitor progress. Those scores will be used as the data that drives instruction during Writing Camp. Students will be grouped for instruction based on these weekly assessments.	
Who is responsible for monitoring implementation of this strategy?	Administration Literacy Coach Teachers	
Strategy Type	Minutes Added to School Year	Purpose
Before or After School Program	600	Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description	Teacher planning for 21st Century will be provided on a weekly basis, however at this time, a start date and procedures for that planning have not been defined.
----------------------	--

How is data collected and analyzed to determine the effectiveness of this strategy?	Plans generated through collaborative planning will be documented and instruction will be monitored for fidelity within the program. Walk-through data will be gathered or other program described evaluation checklist/system used.
---	--

Who is responsible for monitoring implementation of this strategy?	District Program Administrator Administration Teachers
--	--

F. Literacy Leadership Team (LLT):

1. Identify the names and position titles of the members of your school-based LLT:

Name	Title
Sue Fredrickson	Literacy Coach
Kristen Jones	Kindergarten Teacher
Terry Russell	Kindergarten Teacher
Hayley Illes	First Grade Teacher
Rachel Alexander	Second Grade Teacher
Loretta Humphrey	Second Grade Teacher
Janice Albert	Third Grade Teacher
Isabelle Briand	Third Grade Teacher
Darrae Norling	Fourth Grade Teacher
Leanne Marginean	Fifth Grade Teacher
Brenda Dixon	Fifth Grade Teacher
Anna Babcock	Reading Intervention Teacher
Mattie Deubel	Media Specialist
Dianne Young	Principal

2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions):

The school-based literacy team meets on a monthly basis and serves as the SIP Committee for the core content areas of reading and writing. As a part of their responsibilities, they monitor the progress toward implementation of strategies outlined for reading and writing within the School Improvement Plan. Monthly updates as to school-based data on district assessments as well as an update of progress toward the goals outlined that include parent involvement and literacy opportunities outside of the school day are presented to SAC committee members. This committee also provides additional services such as working with the web designer to add literacy links to our school site and to promote literacy among our families at various district and school-based literacy events.

3. What will be the major initiatives of the LLT this year?:

They will assist with the monitoring of running records on their grade levels, which is a continuation of an assessment process begun in the winter of 2013. This year the data will be monitored for instructional levels and independent reading levels as well.

The team, under the chairmanship of Sue Fredrickson, will also seek to increase parent involvement in literacy through after school events as well as through incorporating individual student reading goals/data into the Student Led Conferences that will be initiated this school year.

The members of the Literacy Committee will assist with the development of classroom libraries that are designed to fit

the appropriate independent reading levels of the students that are housed within each class. Teachers will develop book bins with leveled books for each classroom teacher Pre-K to 5th grade.

The Literacy Committee will provide monthly updates to the SAC Committee with regard to students achievement based on district and state assessments as well as options for increased parent involvement in reading to and with students.

The Literacy Committee will review benchmark and other district assessment data in order to gain a complete picture of school-wide student achievement and the progress being made toward attaining AMO.

G. Every Teacher Contributes to Reading Improvement:

1. Describe how the school ensures every teacher contributes to the reading improvement of every student:

H. 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).

1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable:

Lakewood Park Elementary houses 40 VPK students in two classrooms that are served by a teacher and paraprofessional in each classroom. These students are provided instruction using HMH curriculum designed to transition them into our kindergarten classes. In addition, our family literacy events provide activities for pre-school siblings so that parents can gain skills in working with their children prior to kindergarten. Our VPK students are included in all literacy events and reading is encouraged daily.

I. 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).

1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?:
2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?:
3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report \(http://data.fldoe.org/readiness/\)](http://data.fldoe.org/readiness/), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C:

II. 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).

A. Area 1: Reading:

1. Annual Measurable Objectives (AMOs) - Students scoring at or above 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%		No	62%
American Indian				
Asian				
Black/African American	46%		No	51%
Hispanic	63%		No	66%
White	65%		No	69%

English language learners	50%		No	55%
Students with disabilities	32%		No	39%
Economically disadvantaged	54%		No	59%

2. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	42%	60%
Students scoring at or above Achievement Level 4	55	18%	36%

3. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	3	75%	80%
Students scoring at or above Level 7	3	75%	80%

4. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	175	57%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	186	61%	70%

5. 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)	24	46%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	20%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	8	16%	40%

6. 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.			

B. 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	43	47%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	1	100%	100%

C. Area 3: Mathematics:

1. Elementary and Middle School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above 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%	43%	No	63%
American Indian				
Asian				
Black/African American	47%		No	52%
Hispanic	64%		No	68%
White	67%		No	70%
English language learners	65%		No	69%
Students with disabilities	40%		No	46%
Economically disadvantaged	55%		No	60%

b. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	43%	65%
Students scoring at or above Achievement Level 4	55	18%	36%

c. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	3	75%	80%
Students scoring at or above Level 7	2	50%	80%

d. Learning Gains:

	2013 Actual	2013 Actual	2014 Target

	#	%	%
Learning Gains	143	47%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	61	68%	76%

2. Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

3. High School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%		No	63%
American Indian				
Asian				
Black/African American	47%		No	52%
Hispanic	64%		No	68%
White	67%		No	70%
English language learners	65%		No	69%
Students with disabilities	40%		No	46%
Economically disadvantaged	55%		No	60%

b. 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			

c. Learning Gains:

	2012 Actual #	2012 Actual %	2014 Target %

Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

d. 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.			

4. Algebra I End-of-Course Assessment (EOC):

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

5. Geometry End-of-Course Assessment (EOC):

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

D. Area 4: Science:

1. Elementary School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	36%	55%
Students scoring at or above Achievement Level 4	8	8%	20%

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	1	100%	100%
Students scoring at or above Level 7	1	100%	100%

2. Middle School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

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

b. 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			

3. High School Science:

a. 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			

4. Biology I End-of-Course Assessment (EOC):

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

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

1. All levels:

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	10	5%	10%

2. High schools:

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more accelerated STEM-related courses			
Completion rate (%) for students enrolled in accelerated STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

F. Area 6: Career and Technical Education (CTE):

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

G. Area 7: Social Studies (Area 7 will not be completed in 2013-14):

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

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

2. Civics End-of-Course Assessment (EOC):

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

H. Area 8: Early Warning Systems:

1. Elementary School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	226	33%	23%
Students retained, pursuant to s. 1008.25, F.S.	39	31%	0%
Students who are not proficient in reading by third grade	78	63%	38%
Students who receive two or more behavior referrals	79	12%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	3%	2%

2. Middle School Indicators:

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

3. High School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %

Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
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.			

4. Graduation:

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

I. Area 9: Parent Involvement:

1. Describe parental involvement targets for your school:

Parents are supportive of school events that are entertaining, but less supportive of those designed to help them understand the specific academic needs of their children. Parents have not yet been given a complete description/training on Kids At Hope, an initiative that began in April 2013 at Lakewood Park Elementary

2. Specific Parental Involvement Targets:

Target	2013 Actual #	2013 Actual %	2014 Target %
Implementation of Student Led Conferences	0	0%	25%
Addition of Instructional Strategy Assistance/Materials Build into Academic Evening Events	0	0%	25%
Parent/Guardian Kids At Hope Treasure Hunter Training	0	0%	25%

J. Area 10: Additional Targets:

1. Description of additional targets:

Attendance is an issue that directly affects the amount of daily instruction provided to the students of Lakewood Park Elementary. We have a high number of students who are absent for more than 10 school days each year (226 in 2012-2013). We want to reduce the numbers of absences.

2. Specific Additional Targets:

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance: Number of absences 10days or more	226	33%	23%

K. Problem Solving:

Goal:	In 2012-2013, 226 of 685 (33%) of our students were absent from school 10 or more days. In 2013-2014 we want to reduce the number of students absent from school to 23%(161 of 700) or less.			
Supported Areas:				
Resources	Skyward Data System for Attendance, Data Specialist generates attendance reports, Attendance Committee meeting monthly with social worker and truancy coordinator, Attendance conferences with parents/guardians, Truancy Court , Teacher/Administrative Contacts with parents/guardians			
Monitor Goal	Who	What	When	Evidence
	Attendance Committee Administration	Monitoring monthly attendance data as a whole as well as for those targeted students and to celebrate increased attendance	Monthly Attendance Meeting for overall attendance Weekly monitoring for those who are targeted attendance students	Attendance Data Targeted student cards/reward system data
Unselected Barriers	Parents not seeing the need to be on time/problem with leaving early, Bus suspensions then no transportation, Documented medical conditions/doctor visits for some students, Work schedules/day care restrictions			

Selected Barrier: Parents not understanding the importance of daily kindergarten attendance

Strategy: Initiate Student Led Conferences for K-5 so that parents can see and hear about student progress in a more personal way as well as compare progress to end of the year requirements.

Action Step: Who		What	When	Evidence
	Parents/Guardians/Family Members Teachers Students Administrators Coaches Paraprofessionals	Student Led Conferences will begin in October 2013 in grades K-5. Students will show parents their portfolios with current assessment data, goals and what they need to work on in order to reach their next goal in reading and math. Attendance and behavioral goals may be included.	Beginning October 17, 2013 and ongoing throughout the school year.	Student Portfolios Parent/Guardian Exit Tickets Parent/Guardian Sign in Sheets
Monitor Fidelity		What	When	Evidence
	Administration Literacy Coach Instructional Coach	Completion of Student Led Conferences on all grade levels	At the end of each 2 day session: October 17th and October 18th January 23rd and January 24th May 8th and May 9th	Exit Slips from Parent/Guardian participants Sign-in sheets Teacher/Staff Exit Survey
Monitor Effective		What	When	Evidence
	Attendance Committee Administration	Attendance at conference tied to increased attendance and achievement of targeted attendance students	Monthly Attendance Meetings	Targeted students and their attendance report related to

			parent attendance at Student Led Conferences
Unselected Strategies	<p>Kindergarten Teachers relating upcoming learning to end of the year goals/requirements for all kindergarten students</p> <p>Encourage attendance of kindergarten parents for Literacy and Math Family Events to stress the importance of foundational academic skills</p>		

Selected Barrier: Lack of motivation of student to be in school

Strategy: Students will be provided an incentive for being in attendance (arriving on time and staying all day) in the form of an attendance card. Each 10 days in attendance will earn them a prize. An adult will partner with those most chronic attendance students to encourage them to be in attendance and to mark their daily attendance card.

Action Step: Who		What	When	Evidence
	Administrators Coaches Teachers Guidance Counselor Paraprofessionals Office Staff	Targeted students who are chronic attendance concerns (based on 2012-2013 data) and those who are becoming chronic attendance concerns (2013-2014 school year) will be identified and paired with an adult who will check in with them daily and mark their attendance card.	Daily Marking Attendance Card	Attendance Data for Identified students
Monitor Fidelity		What	When	Evidence
	Attendance Committee Data Specialist	Monitoring of students via attendance card completion and attendance records	Monthly at Attendance Meetings	Completed Cards Records of student reward system Student attendance data
Monitor Effective		What	When	Evidence
	Attendance Committee Administration	Increased attendance for identified students	Monthly Attendance Meetings	Increased school attendance as evidenced through Skyward Attendance Data Reports

Goal:	According to 2013 FCAT Reading data, 42% students scored Level 3 or higher. By 2014 FCAT, 62% of students will score at Level 3 or higher in Reading.
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - FAA, Reading - Learning Gains, Reading - CELLA, Reading - Postsecondary Readiness
Resources	Literacy coach Reading Intervention Teacher, leveled readers, classroom libraries, bookroom, core reading program, test item specs/common core state standards, collaborative planning, resource teachers teaching to standards, Reading Running Records and other diagnostic assessments, Tier One standards-based instruction, after-school tutorial, Walk-to Intervention

Monitor Goal	Who	What	When	Evidence
	Admin Literacy Coach	Increased student proficiency and learning gains in reading.	After district common assessments	Increased proficiency rates and percentage of students making learning gains on district common assessments
Unselected Barriers	Student lack of vocabulary, unfamiliar with gradual release model, lack of common formative assessments, no formal system for identifying instructional reading levels/independent reading levels, core reading textbooks, lack of rigor/DOK, tasks not aligned to standards, lack of standards-based (data-driven) differentiated instruction, common belief that all students can increase achievement			
Selected Barrier: Knowledge of standards/content limits blending of Common Core and NGSSS				
Strategy: Collaborative planning (unwrapping standards with intense focus on cognitive complexity through Webb's Depth of Knowledge)				
Action Step: Who		What	When	Evidence
	Admin	Create master schedule to allow for daily collaborative planning	August 15th	Master schedule
	Literacy Coach	Unwrapping standards with cognitive complexity identified	weekly	Completed universal unwrapping document collaborative planning tool
Monitor Fidelity		What	When	Evidence
Administration Literacy Coach		Participate in collaborative planning sessions	weekly	Collaborative planning tool
Monitor Effective		What	When	Evidence
Administration		Data chat to review common assessments administered the week prior	weekly	Weekly data chats to discuss common formative assessments that are standards-based
Unselected Strategies	Coaching cycle implemented			
Selected Barrier: monitoring of implemented strategies				
Strategy: Create a schedule for walkthroughs to monitor implementation				
Action Step: Who		What	When	Evidence
	Admin	Schedule identifying walkthrough timeframes	By September 30th	Admin/Coaches walkthrough calendar
Monitor Fidelity		What	When	Evidence
Admin		Ensure that monitoring schedule is being followed	During admin/coach monthly reflection	Charted walkthrough data
Monitor Effective		What	When	Evidence
Admin Coaches (school, Instructional Partners)		Students responding to implemented strategies	Admin/coach reflection meetings	Implemented strategies are being utilized to drive instruction
Unselected Strategies	Incorporate a monitoring tool to aid walkthrough process			
Selected Barrier: Weak Tier I & Tier II instruction not being driven by data				

Strategy: Implement Wilson Foundations to address Tier II Implement Earobics to address Tier II					
Action Step: Who		What	When	Evidence	
	Wilson Foundations Trainer	train K-2 teachers in implementing Foundations and Earobics for Tier II instruction	September 2013	teachers implementation in classroom walkthrough data Foundations unit tests	
Monitor Fidelity		What	When	Evidence	
Admin Literacy Coach		Ensure that trained teachers are implementing the program(s) with fidelity.	after initial training walkthrough schedule	charted walkthrough data	
Monitor Effective		What	When	Evidence	
Admin Literacy coach		Assess the effectiveness of the program through increased reading proficiency	EasyCBM progress monitoring after Running Records administrations	increased student learning gains on common assessments and reading running records.	
Unselected Strategies		<p>Implementing Reading Running Records</p> <p>Leveling students in appropriate differentiated grouping</p> <p>more availability of data sources</p> <p>explicit and direct instruction of standards, including the teaching of specific reading strategies through differentiated reading groups</p>			
Goal:		We will initiate opportunities for parents to participate in academic instructional options during evening academic events designed to specific student learning at home. This will include Kids At Hope Treasure Hunter training.			
Supported Areas:		Parental Involvement			
Resources		Teachers providing make and take type instructional activities, District ELL personnel providing make and take sessions for the parents of our ELL students in native languages/with translators, Kids At Hope Treasure Hunter trainers/District Kids At Hope Liasion, District funds to provide transportation at hub stops for parents to attend Instructional Events			
Monitor Goal		Who	What	When	Evidence
		Administrators Literacy Coach Instructional Coach SIP Literacy Committee SIP Math Committee	Increased ELL Parent participation in Instructional Events designed to support student achievement	Literacy Events: October 24, 2013 March 13, 2014 Math Events: December 12, 2013 February 13, 2014	Increased ELL parent attendance at evening Instructional Events
Unselected Barriers		Lack of understanding of importance of this type of Instructional Event, Lack of understanding what Kids At Hope is and the philosophy can benefit children and their education.			
Selected Barrier: Language barriers					
Strategy: Add an additional offering to the Instructional Parent Night especially designed for the parents of our ELL students.					
Action Step: Who		What	When	Evidence	
	Administrators Literacy Coach	Adding an ELL parent session during our Literacy and Math Night events in a Make and	Literacy Events: October 24, 2013	Attendance at ELL sessions	

	Instructional Coach SIP Literacy Committee SIP Math Committee	Take type format so that parents know what to do with the materials in order to strengthen their child's education.	March 13, 2014 Math Events: December 12, 2013 February 13, 2014	Parent feedback
Monitor Fidelity		What	When	Evidence
Administrators Literacy Coach Instructional Coach SIP Literacy Committee SIP Math Committee		ELL Session added to Instructional Evening Events	Monthly SIP Committee Preparation Meetings Follow up meetings post event	Increased ELL parent attendance at evening Instructional Events
Monitor Effective		What	When	Evidence
Administrators Literacy Coach Instructional Coach SIP Literacy Committee SIP Math Committee		Number of ELL parent participants in evening Instructional Events	Literacy Events: October 24, 2013 March 13, 2014 Math Events: December 12, 2013 February 13, 2014	Increased ELL parent attendance at evening Instructional Events

Selected Barrier: Language barriers

Strategy: Send home paper and voice message notices that transportation may be provided at hub locations in St. Lucie County for a designated Parent Instructional Night.

Action Step: Who	What	When	Evidence
Monitor Fidelity	What	When	Evidence
Monitor Effective	What	When	Evidence

Selected Barrier: Transportation

Strategy: During the 2013-2014 school year, parents will be offered the opportunity to participate in transportation to the event as they access hub transportation.

Action Step: Who	What	When	Evidence
Administration Teachers Parents	Parents who do not have their own transportation will be offered transportation to the evening Instructional Event via a hub transportation route offered through the district Title I office.	Literacy and Math Instructional Events beginning October 2013. There will be 4 events total, two literacy events and two math events with the last event taking place in March 2014.	Increased attendance of parents who have not attended in the past due to lack of transportation.
Administration Teachers Parents	Parents who do not have their own transportation will be offered transportation to the evening Instructional Event via a hub transportation route offered through the district Title I office.	Literacy and Math Instructional Events beginning October 2013. There will be 4 events total, two literacy events and two math events with the last event taking place in March 2014.	Increased attendance of parents who have not attended in the past due to lack of transportation.
Monitor Fidelity	What	When	Evidence
Administration Teachers	Transportation to Instructional	October 2013 - March 2014	Increased attendance

	Events for those who do not currently have transportation.		of those not participating in the past due to lack of transportation.
Monitor Effective	What	When	Evidence
Administration Teachers	Increased parent attendance at Instructional Events designed to support academic growth of students.	October 2013- March 2014	Increased numbers of parents who did not formerly participate in evening Instructional Events due to lack of transportation.

Goal:	According to 2013 FCAT Math data, 43% of students scored Level 3 or higher. By 2014 FCAT, 65% of students will score at Level 3 or higher in Math.			
Supported Areas:	Math, Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle FAA, Math - Elementary and Middle Learning Gains			
Resources	Manipulatives, core curriculum resources, Math Coach, collaborative planning			
Monitor Goal	Who	What	When	Evidence
	Admin Coaches (math/instructional partners)	Monitor the improvement of math proficiency leading to achieving 65% proficiency	After district progress monitoring assessments	Movement of students towards proficiency on data wall Increased proficiency rates on district progress monitoring assessments
Unselected Barriers	Blended model of standards this year, a text that addresses standards we are not assessed on, lack of confidence in manipulative use to attain concept mastery, little real-world application of math through non-fiction reading available to build vocabulary			

Selected Barrier: lack of alternate strategies to address difficult concepts (specifically addressing coherence from grade to grade)

Strategy: More targeted discussion during collaborative planning using supplemental resources that allow teachers to move away from the text.

Action Step: Who	What	When	Evidence
Admin Coaches (math, Instructional Partners)	Using data, target discussion to address differentiating instruction to ensure mastery of standards for all levels of learners	Weekly collaborative planning sessions	Assessment data students' ability to explain their mathematical thinking
Monitor Fidelity	What	When	Evidence
Admin Coaches (math, Instructional Partners)	Ensure that alternate strategies are the topic of discussion during planning rather than the textbook	Weekly collaborative planning sessions	Increased confidence and range of strategies to meet the needs of all learners with implementation of those strategies in the classroom
Monitor Effective	What	When	Evidence
Teachers Admin Coaches	Student proficiency and ability to demonstrate their mathematical thinking	Daily after common	Increased proficiency on common formative assessments

(math/Instructional Partners)	has increased due to a variety of differentiated strategies offered for all learners	formative assessment data chats		
Selected Barrier: standards-based instruction including an understanding of content limits and adhered to during instruction				
Strategy: Unwrapping standards to increase standards-based instruction				
Action Step: Who		What	When	Evidence
	Coaches (math, Instructional Partners)	Unwrap standards for upcoming unit of study and tag each learning target with a standard identification	During weekly collaborative planning sessions	Universal unwrapping sheets Collaborative planning tool Tagged learning targets on scales
Monitor Fidelity		What	When	Evidence
Admin Coaches (math, Instructional Partners)		Ensure that unwrapping process is being completed for each upcoming unit of study.	monthly	Collaborative planning tool
Monitor Effective		What	When	Evidence
Admin Coaches (math, instructional partners)		Teachers are providing standards-based instruction as a result of unwrapped standards	ongoing, (through routine walkthroughs)	CBC, instruction, and tasks are all aligned to standards and students can speak about what they are learning (aligned to standards)

Goal:	According to 2013 FCAT Writing data, 47% scored 3.5 or higher. By 2014 FCAT, 70% of students will score a 3.5 or higher in Writing.			
Supported Areas:	Writing			
Resources	Literacy coach, collaborative scoring, state rubric/anchor papers			
Monitor Goal	Who	What	When	Evidence
	Admin Literacy coach	Monitor the growth of students writing on timed prompts	weekly data chats	Increase in number of students (70%) scoring 3.5 and above
Unselected Barriers	Student lack of background knowledge to write about , weak vocabulary skills			

Selected Barrier: Lack of formal writing instruction prior to 4th				
Strategy: All students will participate in grade-level writing assessments with universal rubric				
Action Step: Who		What	When	Evidence
	Literacy coach Classroom teachers	Students will respond to prompt and be scored by grade-level common rubric	beginning, middle, end of year writing assessment	Increase in students ability to express thoughts in writing demonstrated on common assessments
Monitor Fidelity		What	When	Evidence
Literacy coach admin		Facilitate collaboraive scoring to ensure fidelity to the common rubric	after assessments	Data from writing assessments
Monitor Effective		What	When	Evidence

Admin Literacy coach	Comparing baseline to midyear to end of year for growth	data chats	Increase in the number of students demonstrating proficiency
----------------------	---	------------	--

Selected Barrier: Lack of formal writing instruction prior to 4th

Strategy: Implement collaborative scoring

Action Step: Who	What	When	Evidence
Admin Teachers Literacy Coach	Introduce and support teacher with the implementation of collaborative scoring	Initial PD by September 30th plus ongoing support from consultant	Scored prompts
Monitor Fidelity	What	When	Evidence
Admin Literacy Coach Consultant	After school sessions scheduled periodically to work as a team to ensure that teachers are actively participating in collaborative scoring of common prompts and that the scoring is aligned to Anchor Writing Papers provided by the state of Florida.	ongoing (after prompts, after initial pd, etc)	Collaboratively scored prompts Collaborative planning tool
Monitor Effective	What	When	Evidence
Admin Literacy coach Teacher	Determine effectiveness of implementation through increased proficiency	following common prompts	Increased proficiency on common prompts

Selected Barrier: Writing across the curriculum is not evident

Strategy: provide professional development for all staff (including resource teachers) to increase the amount of writing in all content areas

Action Step: Who	What	When	Evidence
instructional partners coaches teachers	provide professional development that requires the use of thinking maps across curriculum	monthly faculty meetings	all teachers utilizing thinking maps as a vehicle for writing in their content
Monitor Fidelity	What	When	Evidence
admin literacy coach instructional partner	monitor the implementation of thinking maps in all content areas	scheduled walkthroughs	all teachers use thinking maps for writing across the curriculum
Monitor Effective	What	When	Evidence
admin literacy coach	students will increase the frequency of writing to respond in all content areas	weekly data chats	students are writing to respond utilizing thinking maps as a strategy/tool

Goal:	According to 2013 FCAT Science data, 36% of students scored Level 3 or higher. By 2014 FCAT, 55% of students will score at Level 3 or higher in Science.			
Supported Areas:	Science, Science - Elementary School			
Resources	Instructional coach, instructional partner team, Science Fusion (core curriculum resource)			
Monitor Goal	Who	What	When	Evidence

	Admin	Increase in the number of students demonstrating proficiency on common formative assessments and district progress monitoring assessments	weekly data chats	55% or higher proficient in Science on FCAT
Unselected Barriers		Limited resources for hands-on approach		
Selected Barrier: Understanding of standards, content knowledge comfort levels				
Strategy: Unwrap standards to ensure standards-based instruction				
Action Step: Who		What	When	Evidence
	Instructional Coach Instructional Partners	Unwrap standards using universal unwrapping tool	during collaborative planning sessions	Standards-based instruction
Monitor Fidelity		What	When	Evidence
	Admin	Ensure that science standards are unwrapped prior to planning for instruction	monthly reflection meetings of admin and coaches	Collaborative planning tool
Monitor Effective		What	When	Evidence
	Admin Instructional coach Instructional partners	Unwrapping standards will lead to higher proficiency rates	data chats after common formative assessments	Increased proficiency on district progress monitoring assessments and common formative assessments
Selected Barrier: Students' limited vocabulary to express understanding of science concepts				
Strategy: Incorporate thinking maps strategies into the science content block to increase students' comprehension of Tier 3 vocabulary				
Action Step: Who		What	When	Evidence
	Instructional coaches/instructional partners	Strengthen the utilization of thinking maps to address the need for explicit Tier 3 vocabulary instruction.	Initial refresher pd by September 30th ongoing follow-ups throughout the year	Science-related thinking maps Increased amount of students able to express their scientific reasoning
Monitor Fidelity		What	When	Evidence
	Admin Instructional coach Instructional partners	Ensure that thinking maps are a strategy to solidify tier 3 science vocabulary	After initial refresher pd walkthrough schedule	Charted walkthrough data
Monitor Effective		What	When	Evidence
	Admin Instructional coach Instructional partners	Monitor the inclusion of thinking maps to develop Tier 3 vocabulary	Routine walkthroughs after district progress monitoring assessments	Increased proficiency on district progress monitoring assessments
Goal:	In 2012-2013, 54% (20 out of 37) classrooms conducted monthly STEM Design Challenges. In 2013-2014, 100% (34 out of 34) classrooms will conduct monthly STEM Design Challenges.			
Supported Areas:	STEM, STEM - All Levels			
Resources	Instructional Partners, Instructional Coach			
Monitor Goal	Who	What	When	Evidence

	Admin Instructional Coach	All students will increase their problem solving and critical thinking skills through the incorporation of STEM Design Challenges.	ongoing	Collaborative planning tool Increased student proficiency on common assessments STEM Design Challenge prototypes
--	--	---	----------------	---

Selected Barrier: Minimal understanding of the STEM Design process

Strategy: Provide professional development and coaching support through the implementation of STEM

Action Step: Who		What	When	Evidence
	Instructional Coach Instructional Partners	Provide training on the process of STEM and what it looks like in the classroom.	by September 30th	Inservice records
Monitor Fidelity		What	When	Evidence
	Admin	STEM Design Challenges are conducted according to schedule	Initial pd by September 30th Collaborative planning sessions	Charted walkthrough data Collaborative planning tool
Monitor Effective		What	When	Evidence
	Instructional Coach Instructional Partner Admin	Increased proficiency of problem solving and critical thinking skills of students when presented a challenge	ongoing with reflection after STEM Challenge designated days	Teacher reflections include students ability to problem solve and think critically increased proficiency on assessments

Selected Barrier: Time allotted in schedule needed for STEM Design challenges

Strategy: Designate monthly STEM days schoolwide

Action Step: Who		What	When	Evidence
	Admin	Determine a day each month for a schoolwide STEM Design Challenge day	By September 30th	Schedule of STEM days
Monitor Fidelity		What	When	Evidence
	Admin Instructional Coach Instructional Partners	Planning for monthly STEM Design challenges	Collaborative planning sessions	Collaborative planning tool
Monitor Effective		What	When	Evidence
	Admin Instructional Coach Instructional Partners	Increased critical thinking/problem solving skills	District progress monitoring administrations	Increased proficiency on district progress monitoring assessments and common formative assessments

Selected Barrier: Materials necessary to complete appropriate STEM design challenges

Strategy: Provide bins with various tools necessary to complete STEM Design Challenges

Action Step: Who		What	When	Evidence
	Admin Instructional Coach	Materials necessary for implementation of STEM Design Challenges will be gathered for teachers	Beginning September 2013, STEM bins will be designed	Students completing STEM challenges
Monitor Fidelity		What	When	Evidence
	Admin Instructional Coach	Ensure that proper materials are available for student use	Collaborative planning sessions	Collaborative planning tool
Monitor Effective		What	When	Evidence
	Admin Instructional Coach	Students will complete design challenges with necessary tools	Walkthrough data throughout the year	Students will be able to explain their prototype using tools District progress monitoring assessments Common formative assessments

III. 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).

A. Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school:

Title Programs: Title I, Title I, Part C Migrant Title II and Title III funds may be used to underwrite the cost of strategies outlined in the School Improvement Plan. In addition to funds for materials and/or school-based personnel, district members of the School Renewal team (Instructional Partners) will support academic and behavioral strategies outlined in the School Improvement Plan. District staff will also support the instruction of ELL students and parents through partnering to provide quality workshops designed to increase the level of academic support within the home setting. Funds will be used to provide extended learning time, both after school and for Saturday Camps in order to increase academic proficiency/gains.

Violence Prevention Programs: Anti-bullying instruction is provided to staff, students and parents in order to create a quality, positive learning environment for all students. In addition to continuing to provide positive support through the Positive Behavior Support Program and CHAMPS, we have initiated Kids At Hope to build a philosophy of hope rather than risk for all students.

Nutrition Programs: Nutrition education is provided to students and staff through grade level instruction, partnership with Slow Grow to promote organic growing of healthy vegetables, and through the monthly newsletter sharing healthy, nutritional recipes for families.

VPK: Two sections of VPK are housed at Lakewood Park Elementary (40 students). Each section has a teacher and paraprofessional in the classroom to support their learning on a daily basis.

IV. Professional Development:

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.

A. For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Item 1: train K-2 teachers in implementing Foundations and Earobics for Tier II instruction

1. Related Goal, Barrier and Strategy:

According to 2013 FCAT Reading data, 42% students scored Level 3 or higher. By 2014 FCAT, 62% of students will score at Level 3 or higher in Reading.

Weak Tier I & Tier II instruction not being driven by data

Implement Wilson Foundations to address Tier II Implement Earobics to address Tier II

- 2. Topic, focus, and content (action step):** train K-2 teachers in implementing Foundations and Earobics for Tier II instruction
- 3. Facilitator or leader:** Wilson-provided trainer
- 4. Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Wilson Foundations Trainer
- 5. Target dates or schedule (e.g., early release day, once a month):**
September 2013
- 6. Strategies for follow-up and monitoring, including person responsible:**
Teachers implementation in classroom
Walkthrough data
Foundations unit tests Person Responsible: Wilson Foundations Trainer

Item 2: Using data, target discussion to address differentiating instruction to ensure mastery of standards for all levels of learners

- 1. Related Goal, Barrier and Strategy:**
According to 2013 FCAT Math data, 43% of students scored Level 3 or higher. By 2014 FCAT, 65% of students will score at Level 3 or higher in Math.

lack of alternate strategies to address difficult concepts (specifically addressing coherence from grade to grade)

More targeted discussion during collaborative planning using supplemental resources that allow teachers to move away from the text.
- 2. Topic, focus, and content (action step):** Using data, target discussion to address differentiating instruction to ensure mastery of standards for all levels of learners
- 3. Facilitator or leader:** Math Coach/Instructional Partners
- 4. Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Admin
Coaches (math, Instructional Partners)
- 5. Target dates or schedule (e.g., early release day, once a month):**
Weekly collaborative planning sessions
- 6. Strategies for follow-up and monitoring, including person responsible:**
Assessment data
Students' ability to explain their mathematical thinking Person Responsible: Admin
Coaches (math, Instructional Partners)

Item 3: Introduce and support teacher with the implementation of collaborative scoring

- 1. Related Goal, Barrier and Strategy:**
According to 2013 FCAT Writing data, 47% scored 3.5 or higher. By 2014 FCAT, 70% of students will score a 3.5 or higher in Writing.

Lack of formal writing instruction prior to 4th

Implement collaborative scoring
- 2. Topic, focus, and content (action step):** Introduce and support teacher with the implementation of collaborative scoring
- 3. Facilitator or leader:** Consultant
- 4. Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Admin

Teachers
Literacy Coach

5. **Target dates or schedule (e.g., early release day, once a month):**
Initial PD by September 30th plus ongoing support from consultant
6. **Strategies for follow-up and monitoring, including person responsible:**
Scored prompts Person Responsible: Admin
Teachers
Literacy Coach

Item 4: Strengthen the utilization of thinking maps to address the need for explicit Tier 3 vocabulary instruction.

1. **Related Goal, Barrier and Strategy:**
According to 2013 FCAT Science data, 36% of students scored Level 3 or higher. By 2014 FCAT, 55% of students will score at Level 3 or higher in Science.

Students' limited vocabulary to express understanding of science concepts

Incorporate thinking maps strategies into the science content block to increase students' comprehension of Tier 3 vocabulary
2. **Topic, focus, and content (action step):** Strengthen the utilization of thinking maps to address the need for explicit Tier 3 vocabulary instruction.
3. **Facilitator or leader:** Instructional Partners
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Instructional coaches/Instructional partners
5. **Target dates or schedule (e.g., early release day, once a month):**
Initial refresher pd by September 30th
Ongoing follow-ups throughout the year
6. **Strategies for follow-up and monitoring, including person responsible:**
Science-related thinking maps
Increased amount of students able to express their scientific reasoning
Person Responsible: Instructional coaches/Instructional Partners

Item 5: Provide training on the process of STEM and what it looks like in the classroom.

1. **Related Goal, Barrier and Strategy:**
In 2012-2013, 54% (20 out of 37) classrooms conducted monthly STEM Design Challenges. In 2013-2014, 100% (34 out of 34) classrooms will conduct monthly STEM Design Challenges.

Minimal understanding of the STEM Design process

Provide professional development and coaching support through the implementation of STEM
2. **Topic, focus, and content (action step):** Provide training on the process of STEM and what it looks like in the classroom.
3. **Facilitator or leader:** Instructional Partners/Instructional Coach
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
Instructional Coach
Instructional Partners
5. **Target dates or schedule (e.g., early release day, once a month):**
by September 30th
6. **Strategies for follow-up and monitoring, including person responsible:**
Inservice records Person Responsible: Instructional Coach

Item 6: Student Led Conferences will begin in October 2013 in grades K-5. Students will show parents their portfolios with current assessment data, goals and what they need to work on in order to reach their next goal in reading and math. Attendance and behavioral goals may be included.

1. Related Goal, Barrier and Strategy:

In 2012-2013, 226 of 685 (33%) of our students were absent from school 10 or more days. In 2013-2014 we want to reduce the number of students absent from school to 23% (161 of 700) or less.

Parents not understanding the importance of daily kindergarten attendance

Initiate Student Led Conferences for K-5 so that parents can see and hear about student progress in a more personal way as well as compare progress to end of the year requirements.

2. Topic, focus, and content (action step): Student Led Conferences will begin in October 2013 in grades K-5. Students will show parents their portfolios with current assessment data, goals and what they need to work on in order to reach their next goal in reading and math. Attendance and behavioral goals may be included.

3. Facilitator or leader: Dianne Young

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):
All teachers and coaches

5. Target dates or schedule (e.g., early release day, once a month):
Beginning October 17, 2013 and ongoing throughout the school year.

6. Strategies for follow-up and monitoring, including person responsible:

Student Portfolios

Parent/Guardian Exit Tickets

Parent/Guardian Sign in Sheets Person Responsible: Parents/Guardians/Family Members

Teachers Students

Administrators

Coaches

Paraprofessionals

Item 7: Targeted students who are chronic attendance concerns (based on 2012-2013 data) and those who are becoming chronic attendance concerns (2013-2014 school year) will be identified and paired with an adult who will check in with them daily and mark their attendance card.

1. Related Goal, Barrier and Strategy:

In 2012-2013, 226 of 685 (33%) of our students were absent from school 10 or more days. In 2013-2014 we want to reduce the number of students absent from school to 23% (161 of 700) or less.

Lack of motivation of student to be in school

Students will be provided an incentive for being in attendance (arriving on time and staying all day) in the form of an attendance card. Each 10 days in attendance will earn them a prize. An adult will partner with those most chronic attendance students to encourage them to be in attendance and to mark their daily attendance card.

2. Topic, focus, and content (action step): Targeted students who are chronic attendance concerns (based on 2012-2013 data) and those who are becoming chronic attendance concerns (2013-2014 school year) will be identified and paired with an adult who will check in with them daily and mark their attendance card.

3. Facilitator or leader: Dianne Young

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):
Administrators
Teachers

Coaches
Paraprofessionals
Guidance Counselor
Office Staff

5. Target dates or schedule (e.g., early release day, once a month):

Daily Marking Attendance Card

6. Strategies for follow-up and monitoring, including person responsible:

Attendance Data for Identified students Person Responsible: Administrators

Coaches

Teachers

Guidance Counselor

Paraprofessionals

Office Staff

V. Budget:

A. Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:

Item 1: train K-2 teachers in implementing Foundations and Earobics for Tier II instruction

1. Related Goal, Barrier, Strategy, and Action Step:

According to 2013 FCAT Reading data, 42% students scored Level 3 or higher. By 2014 FCAT, 62% of students will score at Level 3 or higher in Reading.

Weak Tier I & Tier II instruction not being driven by data

Implement Wilson Foundations to address Tier II Implement Earobics to address Tier II

Train K-2 teachers in implementing Foundations and Earobics for Tier II instruction

2. Type of resource: Evidence-Based Program

3. Description of resources: Foundations Kits, magnetic letters/trays for students, Earobics program

4. Funding source: Title I

5. Amount needed: \$2,000.00

Item 2: Using data, target discussion to address differentiating instruction to ensure mastery of standards for all levels of learners

1. Related Goal, Barrier, Strategy, and Action Step:

According to 2013 FCAT Math data, 43% of students scored Level 3 or higher. By 2014 FCAT, 65% of students will score at Level 3 or higher in Math.

Lack of alternate strategies to address difficult concepts (specifically addressing coherence from grade to grade)

More targeted discussion during collaborative planning using supplemental resources that allow teachers to move away from the text.

Using data, target discussion to address differentiating instruction to ensure mastery of standards for all levels of learners

2. Type of resource: Personnel

3. Description of resources: Literacy and Instructional Coaches, Reading Intervention Teacher

4. Funding source: Title I

5. Amount needed: \$175,866.00

Item 3: Introduce and support teacher with the implementation of collaborative scoring

1. Related Goal, Barrier, Strategy, and Action Step:

According to 2013 FCAT Writing data, 47% scored 3.5 or higher. By 2014 FCAT, 70% of students will score a 3.5 or higher in Writing.

Lack of formal writing instruction prior to 4th grade

Implement collaborative scoring

Introduce and support teacher with the implementation of collaborative scoring

2. Type of resource: Professional Development

3. Description of resources: Consultant services to model and teach writing strategies as well as to lead collaborative scoring

School-based Literacy Coach and Administration with stipends for after school scoring of prompts using and verifying with the use of Anchor Papers.

4. Funding source: Title I

5. Amount needed: \$6,000.00

Item 4: Strengthen the utilization of thinking maps to address the need for explicit Tier 3 vocabulary instruction.

1. Related Goal, Barrier, Strategy, and Action Step:

According to 2013 FCAT Science data, 36% of students scored Level 3 or higher. By 2014 FCAT, 55% of students will score at Level 3 or higher in Science.

Students' limited vocabulary to express understanding of science concepts

Incorporate thinking maps strategies into the science content block to increase students' comprehension of Tier 3 vocabulary

Strengthen the utilization of thinking maps to address the need for explicit Tier 3 vocabulary instruction.

2. Type of resource: Evidence-Based Materials

3. Description of resources: Thinking Maps Binders and Professional Development Sessions

4. Funding source: Title I

5. Amount needed: \$400.00

Item 5: Materials necessary for implementation of STEM Design Challenges will be gathered for teachers

1. Related Goal, Barrier, Strategy, and Action Step:

In 2012-2013, 54% (20 out of 37) classrooms conducted monthly STEM Design Challenges. In 2013-2014, 100% (34 out of 34) classrooms will conduct monthly STEM Design Challenges.

Materials necessary to complete appropriate STEM design challenges

Provide bins with various tools necessary to complete STEM Design Challenges

Materials necessary for implementation of STEM Design Challenges will be gathered for teachers

2. Type of resource: Other

3. Description of resources: Science related materials to carry out performance of STEM Challenges such as aluminum foil, boards, etc.

4. Funding source: Title I

5. Amount needed: \$500.00

Item 6: Student Led Conferences will begin in October 2013 in grades K-5. Students will show parents their portfolios with current assessment data, goals and what they need to work on in order to reach their next goal in reading and math. Attendance and behavioral goals may be included.

1. Related Goal, Barrier, Strategy, and Action Step:

In 2012-2013, 226 of 685 (33%) of our students were absent from school 10 or more days. In 2013-2014 we want to reduce the number of students absent from school to 23% (161 of 700) or less.

Parents not understanding the importance of daily kindergarten attendance

Initiate Student Led Conferences for K-5 so that parents can see and hear about student progress in a more personal way as well as compare progress to end of the year requirements.

Student Led Conferences will begin in October 2013 in grades K-5. Students will show parents their portfolios with current assessment data, goals and what they need to work on in order to reach their next goal in reading and math. Attendance and behavioral goals may be included.

2. Type of resource: Professional Development

3. Description of resources: Binders to house student portfolio materials for conferences including student goals and progress monitoring toward goals

4. Funding source: Title I

5. Amount needed: \$900.00

Item 7: Targeted students who are chronic attendance concerns (based on 2012-2013 data) and those who are becoming chronic attendance concerns (2013-2014 school year) will be identified and paired with an adult who will check in with them daily and mark their attendance card.

1. Related Goal, Barrier, Strategy, and Action Step:

In 2012-2013, 226 of 685 (33%) of our students were absent from school 10 or more days. In 2013-2014 we want to reduce the number of students absent from school to 23% (161 of 700) or less.

Lack of motivation of student to be in school

Students will be provided an incentive for being in attendance (arriving on time and staying all day) in the form of an attendance card. Each 10 days in attendance will earn them a prize. An adult will partner with those most chronic attendance students to encourage them to be in attendance and to mark their daily attendance card.

Targeted students who are chronic attendance concerns (based on 2012-2013 data) and those who are becoming chronic attendance concerns (2013-2014 school year) will be identified and paired with an adult who will check in with them daily and mark their attendance card.

2. Type of resource: Professional Development

3. Description of resources: Attendance Cards Printed for identified students, rewards for those meeting goals

4. Funding source: Title I

5. Amount needed: \$500.00

Item 8: Adding an ELL parent session during our Literacy and Math Night events in a Make and Take type format so that parents know what to do with the materials in order to strengthen their child's education.

1. Related Goal, Barrier, Strategy, and Action Step:

We will initiate opportunities for parents to participate in academic instructional options during evening academic events designed to specific student learning at home. This will include Kids At Hope Treasure Hunter training.

Language barriers

Add an additional offering to the Instructional Parent Night especially designed for the parents of our ELL students.

Adding an ELL parent session during our Literacy and Math Night events in a Make and Take type format so that parents know what to do with the materials in order to strengthen their child's education.

2. Type of resource: Personnel

3. Description of resources:

4. Funding source: Title I

5. Amount needed: \$200.00