

GOAL 1

Step 4: **Create a Theory of Action** (Repeat page as needed)

School Central Elementary **LEA#** 6201003

Create a goal statement based on the lagging indicator you want to influence (increase or decrease):

Goal Statement:

Central elementary school will influence (increase) foundational Science of Reading skills growth (phonics, phonemic awareness, fluency, vocabulary, comprehension) through effective teaching in every classroom by ensuring a safe, supportive, and collaborative culture in PLC's with a focus on Special Services inclusion in the process of utilizing viable and guaranteed curriculums.

What will you do to influence the lagging indicator?

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. Implement a unified approach of structuring literacy blocks o include whole-and small-group/differentiated instruction with a viable and guaranteed curriculum.
2. Implement a school-wide approach to literacy using an evidence based intervention program to support Response to Intervention (RTI)
3. Utilize a literacy consultant to provide teachers with professional learning opportunities based on classroom observations in an effort to increase teacher capacity to teach literacy, with emphasis on phonics, phonemic awareness, fluency/oral reading, vocabulary, and comprehension
4. Implement the use of literacy coach to provide small group reading as RTI tier3 support

II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?

1. STAR Renaissance Benchmark/Progress Monitoring/Screening data
2. Dibels data
3. Intervention Program data (Carbo Power Reading)
4. Teacher made/unit assessments from Core Knowledge Language Arts (CKLA) instruction

5. District Progress Monitoring tool

II. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resource and expected effect size)

1. Teacher capacity to provide “good first teaching” will be improved through professional learning opportunities (facilitated by literacy consultant) to support literacy instruction using a unified format for effective literacy instruction.
2. Student growth, as measured by STAR Renaissance Benchmark, will be increased by 5% through the use of (intervention program) with fidelity
3. Student foundational skill growth will be achieved through the use of Carbo Power Reading for students in grades 1 and 2.

GOAL 2

Step 4: **Create a Theory of Action** (Repeat page as needed)

School Central Elementary LEA# 6201003

Create a goal statement based on the lagging indicator you want to influence (increase or decrease):

Goal Statement: Central elementary school will influence (increase) foundational math skills through effective teaching in every classroom by ensuring a safe, supportive, and collaborative culture in PLC’s with a focus on Special Services inclusion in the process of utilizing viable and guaranteed curriculums.

What will you do to influence the lagging indicator?

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. Implement a unified approach of structuring math blocks to include whole- and small-group/differentiated instruction
2. Implement a school-wide evidence based math intervention program to support Response to Intervention
(RTI)
3. Utilize a math consultant to provide teachers with professional learning opportunities based on classroom observations in an effort to increase teacher capacity to teach math with emphasis on foundational math skills (Number and Operations in Base 10; Number

and Operations–Fractions; The Number System; Number and Quantity; Operations & Algebraic Thinking; Expressions and Equations; Ratios and Proportional Relationships; Algebra; Functions; Measurement and Data; Geometry; Statistics and Probability).

II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?

1. STAR Renaissance Benchmark, Progress Monitoring, and Screening data
2. Intervention Program data
3. Teacher made/unit assessments from Go Math instruction
4. Small group Intervention data from various programs- Special Services, Education Consultant, and Afterschool programs

II. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resource and expected effect size)

1. Teacher capacity to provide “good first teaching” will be improved through professional learning opportunities to support math instruction using a unified format for teaching math
2. Student growth, as measured by STAR Renaissance Benchmark, will be increased through the use of (intervention program) with fidelity

Helpful resources for evidence-based practices (EBP):

Rules on EBP <https://www.gpo.gov/fdsys/pkg/FR-2017-07-31/pdf/2017-15989.pdf>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Evidence for ESSA <https://www.evidenceforessa.org/>

Council of Chief State School Officers

<http://www.ccsso.org/Documents/2017/ESSA/EvidenceConsiderationsCCSSOFebruary2017.pdf>

Florida Center for Reading Research <http://nbwww.fcrr.org/>

National Center for Intensive Interventions <http://www.intensiveintervention.org/>

Step 5: School Rationale for District Support

*Please indicate the district supports and/or resources that will be needed to effectively address all components of the selected initiatives, interventions, strategies, or theories of action (i.e., technical support, materials, personnel, estimated cost), even if funding is not needed.

Initiative/Intervention/ Strategy	District Supports/Resources Needed	Estimated Cost	Funding Source	District Amount Approved	ADE Approval
Professional Development	Targeted Professional development is needed to increase teacher capacity around foundational Science of Reading literacy and math skills, to create a unified approach to teaching literacy and math, and to create a collaborative and safe culture for adults; stipends for extending the day for teachers and purchase services for consultants / trainers / curriculum implementation/ materials and supplies for training Outside Reading and Math consultants will provide PLC meetings to build capacity around foundational skills, reading and math grade level standards, and research based best practices in Reading and math *Extended day stipends for PLC meetings (1hr per month 4:30-5:30) @ 25.00 per hr (August 2019-May 2020) for 33 teachers $25.00 \times 33 \text{ teacher} = 825.00 \text{ per month} \times 10 \text{ months} = \text{Salaries: } 8,250.00/\text{Benefits } 2,145.00$ Material and Supplies such as: binders, notebook, dividers, chart tablets, markers, post it notes, highlighters, pens, etc. will be purchased as needed to support extended day PLC meetings.	10,395 2,894.98	District Use Only		
Human Resources: Math and Literacy Consultants	Literacy and Math consultants are needed to support school administrators and teachers in facilitating needed professional learning opportunities, and coaching/feedback as identified using assessment and classroom observation data	12,038.16			

	Consultants will be used during extended day PLCs (2 consultants for 2 hrs per month Aug-May from 3:30 pm-5:30pm during extended day PLC) @ 601.98 per day x 10 months = 6,019.08 per consultant = 12,038.16				
Have any of the initiatives/interventions/strategies listed above been used before? (Provide and explanation for numbers of years implemented and previous funding amount received) No, these initiatives / strategies have not been implemented before.					
How will the initiative/intervention/strategy be expanded if it has been implemented in the past?					

