FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0051 - Anona Elementary School
District: 52 - Pinellas
Principal: Gaye Lively B
SAC Chair: Courtney Covington
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/05/2013
Last Modified on: 10/18/2013

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Phone Number:	727-588-4730	
Web Address:	http://www.anona-es.pinellas.k12.fl.us	
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School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	51%			
Minority:	23%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	B	B	A	A

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Anona Elementary School

Principal's name Gaye Lively B

School Advisory Council chair's name Courtney Covington

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

Name	Title
Gaye Lively	Principal - facilitator
Donna Littell	Asst. Principal - timekeeper
Cari Newton	Guidance - record keeper
Stephanie Wager	Lead gr 1 Teacher/Acting Admin.
Christine Mont	Pro Ed fac and Gr 1 teacher
Laura Woltil	Lead gr 2 Teacher
Sophia Kanapolpos	Lead gr 3 Teacher
Katherine Adikes	Teacher and Mentor
Diane George	Lead gr 5 Teacher
Kali Davis	Reading Coach.5
Brian Mont	Specialist Teacher
Jessica Urquhart	Behavior Specialist- RTI-B
Laurel Hall-Peters	Lead gr4 teacher
Ashley McGriff	Lead Kdg teacher
Cheryl	Psychologist Prog monitoring lead

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/05/2013

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

Describe the membership of the SAC including position titles
Courtney Covington Chair
Beth Wilson Community Liaison
Mike Hoffman-parent
Khoa Tran Business partner
Tammy Ridge- Business Partner
Beth Wilson- Parent
Stacey Hardy parent
Laurie Stargel -teacher

Describe the involvement of the SAC in the development of this school improvement plan

Input, Survey, communicate, review, support and monitor implementation of SIP

Describe the activities of the SAC for the upcoming school year
Active involvement in school community building activities, monitor compliance and implementation of SIP, encourage open communication of learning goals, increase parent involvement, participate in professional development.

Describe the projected use of school improvement funds and include the amount allocated to each project
Parent educational opportunities, speakers, mentor, tutoring, supplies for supplemental STEM , learning opportunities.

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

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

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

Administrators

 # Administrators 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Gaye Lively B

Principal	Years as Administrator: 15	Years at Current School: 3
Credentials	M.Ed FL. Certification in Leadership, Principal, Guidance, Elementary Ed, Behavior disorders/Emotional Disorders/Specific Learning disabilities	
Performance Record	School grade12-13 B, 11-12 B Improved FCAT math , science, and writing scores from 11`12. Maintained reading scores. Reduced retentions. Anona School Grade B, Writing 72, 12-13 percent increased proficiency in Math, Writing, and Science as measured by FCAT.Annual learning gains in math =71% increase from 57%, Annual Learning gains in Reading=62%, increase in science by 12%, 70.2% scored 3.5 or higher in Writing	

Donna Littell		
Asst Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	M.Ed. Leadership K-12, Assistant Principal,Elem. Ed ,ESOL	
Performance Record	Anona School Grade B, Writing 72, 12-13 percent increased proficiency in Math, Writing, and Science as measured by FCAT.Annual learning gains in math =71% increase from 57%, Annual Learning gains in Reading=62%, increase in science by 12%, 70.2% scored 3.5 or higher in Writing	

Instructional Coaches

 # Instructional Coaches 1

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Kali Davis		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	k-6 Elem. Ed; K-12 ESE MA, BA reading endorsed	
Performance Record	Melrose Elementary school grade F;AMO:49;Proficiency:23,Learning Gains 61, lowest 25%: 72	

Classroom Teachers

# of classroom teachers 39

 # receiving effective rating or higher 38, 97%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 38, 97%

 # ESOL endorsed 17, 44%

 # reading endorsed 14, 36%

 # with advanced degrees 56, 144%

 # National Board Certified 1, 3%

 # first-year teachers 2, 5%

 # with 1-5 years of experience 7, 18%

 # with 6-14 years of experience 11, 28%

 # with 15 or more years of experience 18, 46%

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

# of paraprofessionals 10

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 10, 100%

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 2

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

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

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Recruitment:Internal and External job postings, interviews, placement fair, offer training and components, professional development plans, Administrators and Lead teachers participate in each of these.
Retain: Mentor (K. Adikes) assigned, peer teachers assigned (by grade level), surveys, collaborative planning, timely feedback, monthly meetings with administrator. Visitation and observation time offered with peers.

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).
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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
Training for the mentors, handbook given. Each new teacher is assigned. Informal and formal meetings held, Processes developed for communication and professional development in school and in District. Mentor matching based on Cross grade level, years of experience, strengths and gap areas considered for matching, schedule support, and personal leadership skills.Katherine Adikes is our school based mentor.

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).
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).

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
Anona utilizes the District's problem solving processes in assessment, monitoring of SIP, RTI processes and Individual achievement and progress. Interventions are implemented and fidelity checks are in place. SBLT monitors this at the school level. The SIP is aligned with the District's goals, core values, strategies, processes and professional development.Assessment is used to drive the instruction and also to provide assessment of proficiency level of performance. Decisions are data-based and aligned with goals. Implemented strategies are research-based. Tier I , II & III are continually monitored and addressed.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
School based leadership team is responsible to monitoring each student and their success. Tier i , II and II are documented , progress monitored, and adapted to individual needs. The team meets

weekly and devise and/or review intervention plans as needed in behavior and academic areas. The goal of 100% success is continually pursued, data gathering and analysis is continually done in making decisions.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
Monthly meetings for Tier ii and IIi reviews,"data recording observing, testing , PDSA'ing plans. Data for the whole school is charted so that specialists are kept abreast of progress.

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)
FAIR, running records, logs, observations, District assessments,

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

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

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

Strategy: Before or After School Program

Minutes added to school year: 1,500

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description
Students will be identified for additional services (enrichment activities and core subjects instruction) through state and district data as well as teacher recommendation.

How is data collected and analyzed to determine the effectiveness of this strategy?
Baseline data (FCAT, FAIR and district testing) will be used to identify group. Midyear and end of year testing will be analyzed to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?
Administrators and SBLT will review data and monitor programs.

Literacy Leadership Team (LLT)

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

Name	Title
Gaye Lively	Principal
Donna Littell	Assistant Principal
Diane George	Grade 5 Teacher
Laurel Hall-Peters	Grade 4 Teacher
Sophia Kanellopoulos	Grade 3 Teacher
Laura Woltil	Grade 2 Teacher

Stephanie Wager	Grade 1 Teacher
Ashley McGriff	Kindergarten Teacher
Lori Stargel	Grade 3 Teacher
Christine Mont	Grade 1 Teacher
Jessica Snyder	Grade 5 Teacher
Kali Davis	Reading Coach

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
LLT meets monthly to review Literacy needs including programs, training, materials and to determine effectiveness of all Initiatives.

What will be the major initiatives of the LLT this year?
The team will identify and address the needs of students and teachers as we transition to the ELA common core state standards. Additionally, they will work with teams to identify students needing supplementary instruction to improve reading (ELP/ELR-ELM) and assist in designing program to align with student needs.

The team will lead staff to ensure that text complexity, along with close reading is central to lessons. They will define and increase the use of complex text

Increase implementation of high level, critical thinking skills in application in all areas of literacy.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student
Every teacher fully monitors progress of the students using FAIR, Running records, PLC sharing of data and interventions. The SBLT meets with each grade level concerning each student , aligning interventions with the RTI process and curriculum. All resources are used for LLI extended learning and specialists participate in enhanced learning opportunities as well as remedial activities. Lesson plans are monitored, walk through data is recorded, Progress monitoring is continually occurring at all grade levels.
Collaborative planning and data analysis is effectively implemented. New teachers are given mentor support . Curriculum training in reading is professional development settings. Common core standards are being implemented. The Districts reading plan k-12 is fully implemented and monitored. Core reading and intervention blocks are implemented and monitored. SBLT monitors implementation of the Pinellas Reading Plan.

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).
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).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
Spring orientation for families
Articulation with community preschools
School website
parent literature
meet the teacher during pre-school in fall

College and Career Readiness

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
Provides multiple field trips, community experiences, virtual trips, speakers, mentors, and real world application of skills learned in academic areas.

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?
Follows Florida Standards and aligns curriculum to Common Core Goals as each level. Provides exploratory opportunities to various careers and skill paths.
Enterprise village, Great American Teach -In

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	74%	No	78%
American Indian		50%		
Asian		75%		
Black/African American				
Hispanic	63%	64%	Yes	1%
White	78%	76%	Yes	80%
English language learners		38%		1%
Students with disabilities	44%	21%	No	50%
Economically disadvantaged	66%	65%	Yes	1%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	31%	66%
Students scoring at or above Achievement Level 4	89	43%	71%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		34%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		68%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	84	62%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	19	48%	58%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		43%

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.			

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	44	72%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	62%	No	68%
American Indian		100%		1%
Asian		75%		1%
Black/African American		56%		1%
Hispanic	60%	50%	No	64%
White	68%	63%	No	71%
English language learners				
Students with disabilities	34%	21%	No	41%
Economically disadvantaged	53%	48%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	36%	40%
Students scoring at or above Achievement Level 4	28	12%	15%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	99	71%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	83	82%	87%

Middle School Acceleration

	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			

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	28%	33%
Students scoring at or above Achievement Level 4	13	22%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Middle School Science

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			

Florida Alternate Assessment (FAA)

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

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

All Levels

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

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			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	0%
Students who are not proficient in reading by third grade	15	26%	20%
Students who receive two or more behavior referrals	8	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	0%

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.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

There has been a decrease in parent involvement in the past several years. We would like to increase attendance at our open house in order to gain buy in for further parental involvment programs. Finding innovative ways of engaging parents in the student learning process is a focus.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase open house parental attendance by 10%	290	75%	80%
Increase mentor and tutors by 5%	4	1%%	5%%
Implement the District Family and Community Engagment Plan	0	0%	100%

Area 10: Additional Targets

Description of additional targets

Close the achievement gap between Black and non-black students to our AMO 2014 targets; Increase the proficiency in reading of African American students by 5%., in math by 5%, and science by 5%.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
proficiency in Reading AA sub group	9	63.%	68%
proficiency in Math AA sub group	9	55.%	60%%
proficiency in Science AA sub group	3	33.%	38%
		%	%

Goals Summary

Goal #1:
Increase learning gains of AA sub group in reading by 5%

Goal #2:
To increase the number of students scoring at or above a level 3 on the Reading FCAT and to increase the number of students achieving adequate learning gains by 5%.

Goal #3:
Increase the number of students scoring at a level 3.5 and above on Writing FCATby8

Goal #4:
Increase the percentage of students scoring achievement of level 3 or higher on Math FCATby 5%

Goal #5:
Increase the number of students scoring at level 3 and above on Science FCAT by 4%

Goals Detail

Goal #1:	**Increase learning gains of AA sub group in reading by 5%**
Targets Supported	• Reading - Learning Gains
Resources Available to Support the Goal	• Complex text, reading coach
Targeted Barriers to Achieving the Goal	• relevant material

Plan to Monitor Progress Toward the Goal

Action:
review FAIR data improvement

Person or Persons Responsible:
Assistant Principal

Target Dates or Schedule:
February 2014

Evidence of Completion:
FAIR results and then Spring FAIR

Goal #2:	**To increase the number of students scoring at or above a level 3 on the Reading FCAT and to increase the number of students achieving adequate learning gains by 5%.**

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness
Resources Available to Support the Goal	• Reading coach • LLI teachers • Professional Development and materials for Guided Reading • extended learning opportunities • Leading Learning Cadre
Targeted Barriers to Achieving the Goal	• reading coach is only part time • limited time for LLI teachers

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Plan to Monitor Progress Toward the Goal

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Action:
FAIR and other District Assessments

Person or Persons Responsible:
Gaye Lively, Donna Littell, reading coach, classroom teachers

Target Dates or Schedule:
Data Cycles

Evidence of Completion:
Data

Goal #3:	**Increase the number of students scoring at a level 3.5 and above on Writing FCATby8**
Targets Supported	• Writing
Resources Available to Support the Goal	• Professional Development and instruction aligned to the Common Core State Standards for Language Arts.
Targeted Barriers to Achieving the Goal	• Instruction not aligned to standards

Plan to Monitor Progress Toward the Goal

Action:
District Assessments, FCAT

Person or Persons Responsible:
Gaye Lively, Donna Littell, classroom teachers

Target Dates or Schedule:
District Data Cycles

Evidence of Completion:
Data review

Goal #4:	Increase the percentage of students scoring achievement of level 3 or higher on Math FCATby 5%
Targets Supported	• 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 Available to Support the Goal	• Professional Development for small group instruction and remediation aligned to Common Core
Targeted Barriers to Achieving the Goal	

Plan to Monitor Progress Toward the Goal

Action:
District Assessments, informal assessments, review lesson plans classroom observation, walk throughs

Person or Persons Responsible:
Gaye Lively, Donna Littell, classroom teachers

Target Dates or Schedule:
Data Cycles

Evidence of Completion:
Data Review administrative feedback notes, written observations or feedback from walkthroughs

Goal #5:	Increase the number of students scoring at level 3 and above on Science FCAT by 4%

Targets Supported	• Reading - Learning Gains
	• Writing
	• 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
	• Science
	• Science - Elementary School
Resources Available to Support the Goal	• Use of Science Notebooks
	• Nonfiction text across curriculum areas
	• Professional Development workshops
	• Science Supervisor
Targeted Barriers to Achieving the Goal	• Inconsistency in use of notebooks
	• Common Core Standars alignment

Plan to Monitor Progress Toward the Goal

Action:
District Assessments, Reading FCAT and Science FCAT

Person or Persons Responsible:
Gaye Lively, Donna Littell, classroom teachers

Target Dates or Schedule:
Data Cycles

Evidence of Completion:
Data Review Meetings and grade level meetings data wall

Action Plan for Improvement

Goal #1:	Increase learning gains of AA sub group in reading by 5%
Barrier #1:	relevant material
Strategy #1 to Overcome the Barrier	Increase selection of informational text

Step #1 to Implement Strategy #1 - Budget Item

Action:
submit order for additional informational text magazines and books

Person or Persons Responsible:
Media Specialist

Target Dates or Schedule:
Sept

Evidence of Completion:
delivery of titles

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Review arrival and dispersement of material

Person or Persons Responsible:
Assistant Principal

Target Dates or Schedule:
October 1

Evidence of Completion
inventory assignment notes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	To increase the number of students scoring at or above a level 3 on the Reading FCAT and to increase the number of students achieving adequate learning gains by 5%.
Barrier #1:	reading coach is only part time
Strategy #1 to Overcome the Barrier	collaborative work with partner school staff to facilitate professional development, planning and common core understanding.

Step #1 to Implement Strategy #1

Action:
provide relevant training, scheduling and feedback as well as help with progress monitoring.

Person or Persons Responsible:
Reading coach

Target Dates or Schedule:
coordinate trainings and observations

Evidence of Completion:
log of meetings and trainings

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Increase collaboration time, research close reading strategies

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
develop lesson plans aligned to common core goals.

Evidence of Completion:
lesson plans

Facilitator:
Christine Mont and reading coach, Kali Davis

Participants:
Classroom Teachers

Step #3 to Implement Strategy #1 - Budget Item

Action:
Extended learning opportunities; clubs, enrichment, battle of books, authors circle, poetry night, istory lab work

Person or Persons Responsible:
Instructors- teachers and volunteers

Target Dates or Schedule:
Before and after school hours

Evidence of Completion:
calendar, student records, participation logs

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
review RR data, FAIR data, communication logs

Person or Persons Responsible:
Principal, Reading Coach, Asst Principal

Target Dates or Schedule:
bi monthly

Evidence of Completion
FAIR DATA, communication logs,PIAP, calendar

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	To increase the number of students scoring at or above a level 3 on the Reading FCAT and to increase the number of students achieving adequate learning gains by 5%.
Barrier #2:	limited time for LLI teachers
Strategy #1 to Overcome the Barrier	Intervention Strategies using other methods or programs for supporting struggling students

Step #1 to Implement Strategy #1 - Budget Item

Action:
Implement and monitor the Extended learning Action Plans filed with District for LLI, ELP, ERELM

Person or Persons Responsible:
Principal, Asst Princ and hourly teachers

Target Dates or Schedule:
daily Sept 11-May

Evidence of Completion:
Extended learning reports, SAT, FCAT scores, PIAP and PMP

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	Increase the number of students scoring at a level 3.5 and above on Writing FCATby8
Barrier #1:	Instruction not aligned to standards
Strategy #1 to Overcome the Barrier	collaborative planning and unpacking of standards in PLC

Step #1 to Implement Strategy #1

Action:
Utilize PLC to work on lesson planning and PD for unpacking ELA common core

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLC

Evidence of Completion:
PLC logs, lesson studies

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Participate in PLC's, Review minutes and logs of PLC's Observation of implementation

Person or Persons Responsible:
Principal, AP, Rdg Coach

Target Dates or Schedule:
bi.monthly

Evidence of Completion
data collected from reviews, logs observation and conferencing notes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Increase the number of students scoring at level 3 and above on Science FCAT by 4%
Barrier #1:	Inconsistency in use of notebooks
Strategy #1 to Overcome the Barrier	School wide training on use and implementation of Science Notebooks.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Hold hands-on training for teachers k-5 PLC focus on Science once per month

Person or Persons Responsible:
Lead Science teacher, AP

Target Dates or Schedule:
Pre school and Curriculum meetings

Evidence of Completion:
Log of sign in and agendas PLC log

Facilitator:
Christine Mont

Participants:
Lead Science teacher, AP

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
Review notes and observe implementation

Person or Persons Responsible:
AP, Principal

Target Dates or Schedule:
Monthly

Evidence of Completion
notebook data, classroom data science scores

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Increase the number of students scoring at level 3 and above on Science FCAT by 4%
Barrier #3:	Common Core Standars alignment
Strategy #1 to Overcome the Barrier	Meet in PLC for planning and unpacking of Common Core standards for Science. Partner with peer for science lessons implementation

Step #1 to Implement Strategy #1

Action:
coordinate peer partnering

Person or Persons Responsible:
Team leader

Target Dates or Schedule:
monthly

Evidence of Completion:
conference log lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Coordination and Integration

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

Funds are used in conjunction with district operating funds, SAI and other federal resources, School Improvement funds, Instructional funds will all be used to support teaching and learning, extended learning, instructional materials, parental engagement, and professional training.

Extended learning funds will be used to increase the student learning opportunities before after and during the school hours as supplemental for remediation, and enrichment.

School improvement funds will also be used to facilitate parent involvement activities throughout the year. Title II funds support training, coaches,, as required for differentiated accountability, . Title III provides training and other support services to improve ELL services. Title X provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education. A portion is also reserved to support social services needed. Nutrition is also supported with federal funds.

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.

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Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #2: To increase the number of students scoring at or above a level 3 on the Reading FCAT and to increase the number of students achieving adequate learning gains by 5%.

Barrier #1: reading coach is only part time

Strategy #1: collaborative work with partner school staff to facilitate professional development, planning and common core understanding.

Action Step #2: Increase collaboration time, research close reading strategies

Facilitator leader
Christine Mont and reading coach, Kali Davis

Participants
Classroom Teachers

Target dates or schedule
develop lesson plans aligned to common core goals.

Evidence of Completion and Person Responsible for Monitoring
lesson plans
(Person Responsible: Classroom Teachers)

Goal #5: Increase the number of students scoring at level 3 and above on Science FCAT by 4%

Barrier #1: Inconsistency in use of notebooks

Strategy #1: School wide training on use and implementation of Science Notebooks.

Action Step #1: Hold hands-on training for teachers k-5 PLC focus on Science once per month

Facilitator leader
Christine Mont

Participants
Lead Science teacher, AP

Target dates or schedule
Pre school and Curriculum meetings

Evidence of Completion and Person Responsible for Monitoring
Log of sign in and agendas
PLC log
(Person Responsible: Lead Science teacher, AP)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #1	Increase learning gains of AA sub group in reading by 5%	$2,000
Goal #2	To increase the number of students scoring at or above a level 3 on the Reading FCAT and to increase the number of students achieving adequate learning gains by 5%.	$21,000
	Total	$23,000

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
Extended learning funds, PTA and internal funds	$3,000	$3,000
Extended learning funds, School Improvement funds	$18,000	$18,000
School Improvement, PTA, Book Fair, and Extended Learning	$2,000	$2,000
Total	$23,000	$23,000

Budget Detail

Goal #1: Increase learning gains of AA sub group in reading by 5%

Barrier #1: relevant material

Strategy #1: Increase selection of informational text

Action Step #1: submit order for additional informational text magazines and books

Resource Type	Evidence-Based Program
Resource	non fiction literacy , professional development materials
Funding Source	School Improvement, PTA, Book Fair, and Extended Learning
Amount Needed	$2,000

Goal #2: To increase the number of students scoring at or above a level 3 on the Reading FCAT and to increase the number of students achieving adequate learning gains by 5%.

Barrier #1: reading coach is only part time

Strategy #1: collaborative work with partner school staff to facilitate professional development, planning and common core understanding.

Action Step #3: Extended learning opportunities; clubs, enrichment, battle of books, authors circle, poetry night, istory lab work

Resource Type	Evidence-Based Program
Resource	Scholastic, sunshine state readers, NY columbia Univ.
Funding Source	Extended learning funds, PTA and internal funds
Amount Needed	$3,000

Barrier #2: limited time for LLI teachers

Strategy #1: Intervention Strategies using other methods or programs for supporting struggling students

Action Step #1: Implement and monitor the Extended learning Action Plans filed with District for LLI, ELP, ERELM

Resource Type	Evidence-Based Program
Resource	non fiction literacy, LLI materials, running record books and test materials, hourly wages
Funding Source	Extended learning funds, School Improvement funds
Amount Needed	$18,000