FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0111 - Azalea Elementary School
District: 52 - Pinellas
Principal: Deborah Caven S
SAC Chair: Joe Mestas
Superintendent: Dr. Michael A Grego
School Board Approval Date: 10/15/2013
Last Modified on: 10/28/2013

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

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Phone Number:	727-893-2187	
Web Address:	http://www.azalea-es.pinellas.k12.fl.us	
Email Address:	0111.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	63%			
Minority:	33%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	B	A	A	A

Current School Status

School Information

School-Level Information

School Azalea Elementary School

Principal's name Deborah Caven S

School Advisory Council chair's name Joe Mestas

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

Name	Title
Lisa Bigham	RTI-Guidance
Debby Caven	Principal
Sharon Wilson	Assistant Principal
Stacy Whitacre	Social Worker
Marybeth Lownsbury	VE teacher
Racquel Strong	VE teacher
Krista Willis	Behavior Specialist
Dru Brooks	Diagnostician
Shannon Myron	psychologist
Brittany Cobb	SLP

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 10/15/2013

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).

Describe the membership of the SAC including position titles
Joe Mestas- Chairman; Yaritza Ramos- Parent; Denise Kidwell-Teacher; Debby Caven- Principal; Carinda Field-parent; Chris Leonard-parent; Cynthia James- parent; Heidi Moran-Parent; Joseph Stubbs-parent; Sharon Wilson- Asst. Principal; Carinda Field-parent; Chris Leonard-parent

Describe the involvement of the SAC in the development of this school improvement plan
Information regarding Azalea's progress, ELP plans, and CCSS will be shared with SAC. We will share our plan on how we want to use SIP money and SAC members will give input. Safety issues will also be discussed and SAC will have input as well, review information and make recommendations and/or approve it.

Describe the activities of the SAC for the upcoming school year
CCSS will be shared, bulling program, safety issues will all be brought to SAC for review and input. Meetings updating them and keeping them in the loop.

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

SIP funds will be used for teacher trainings, bullying assemblies, and for substitutes to allow collaboration for grade levels to work on CCSS.

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).

Administrators

 # Administrators 2

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

Administrator Information:

Deborah Caven S

Principal	Years as Administrator: 7	Years at Current School: 14

Credentials	BS in Education and SPED Masters in Ed Leadership Certification in El Ed, Educational Leadership,Emotionally Handicapped, School Principal
Performance Record	B Grade 12-13;A Grade No AYP 11-12: A Grade No AYP 10-11; A Grade Made AYP in 09-10 school year; A Grade No AYP in years 09-08, 08-07, 07-06. C Grade in 05-06, A Grade and AYP in 05-04, A Grade Made

Sharon Wilson

Asst Principal	Years as Administrator: 18	Years at Current School: 3

Credentials	BS in Education Masters in Ed Leadership Certified in Ed Leadership, School Principal
Performance Record	B Grade 13-14;A Grade No AYP 11-12: F- Grade No AYP year 10/11; F- Grade- No AYP year 09/10; C- Grade- No AYP in year 08/09; A Grade year 07/08, 06/07, 05/06.

Instructional Coaches

 # Instructional Coaches 0

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

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers 47

 # receiving effective rating or higher 47, 100%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 1589%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 47, 100%

 # ESOL endorsed 26, 55%

 # reading endorsed 5, 11%

 # with advanced degrees 23, 49%

 # National Board Certified 3, 6%

 # first-year teachers 0, 0%

 # with 1-5 years of experience 2, 4%

 # with 6-14 years of experience 25, 53%

 # with 15 or more years of experience 32, 68%

Education Paraprofessionals

# of paraprofessionals 20

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 17, 85%

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).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Review Resumes, interview qualified candidates- (no new teachers this year)
Orientation for new teachers
Assign a First Friend to make new teacher have a go to person
Check in periodically to offer support and assist as needed

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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

Currently we have no new teachers a our school.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

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

Administration meets every 6 to 8 weeks with each grade level to review students progress. Any student identified and brought to the MTSS team. Based on their data, the MTSS team will monitor, meet with parent as needed, recommend strategies, testing, etc. and continue to monitor as needed. After assessing students and classroom teachers needs, the teachers along with administration work with the hourly and VE teachers to implement a plan to serve students needing additional support.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

-Facilitator – generates agenda and leads team discussions
-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data
-Technology Specialist – brokers technology necessary to manage and display data
-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
Meeting time: 2nd and 4th Thursday of each month at 1:55

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

Reviewing by monthly minutes for MTSS. Looking over the SIP at monthly leadership meetings to be sure we are working on the goals we set and making changes as needed.

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)

The data management system used to summarize data at Tier 1 is Florida Assessment for Instruction in Reading (FAIR) for Reading and district assessments in Math, Science and Writing called Pinellas County
Assessment Series (PCAS). PCAS is given three times per year. Tier 2 data and Tier 3 data is managed through the AIMS Web Data Base. Formative assessments are also utilized. In the area of Behavior, Azalea utilizes a data base to log our Behavior Calls and anecdotal information. We use our own data base (ODS) and then input to the district data base (Portal) to log in referrals and suspensions. School wide behavior plans and class behavior plans are used as well. EDS is referenced for referrals and suspensions.

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

The instructional staff is debriefed on the MTSS. Parents are given the information via our MTSS/ Guidance person.

Increased Learning Time/Extended Learning Opportunities

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:

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
After school technology club to advance students knowledge in technology. Earth Force (environmental) clubs where students will learn about the environment and practice recycling at school. Hands on activities weekly and students will be expected to be involved from inception until completion of a project.

How is data collected and analyzed to determine the effectiveness of this strategy?
Pre and Post tests will be given to both groups. In addition, both groups have goals and outcomes in the form of projects.

Who is responsible for monitoring implementation of this strategy?
The teachers who are teaching the students. Administration will monitor as well.

Literacy Leadership Team (LLT)

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

Name	Title
Debby Caven	Principal
Sharon Wilson	Assistant Principal
Amy Garrett	K teacher
Sandy Rankin	1st Grade teacher
Candace Reed	2nd Grade teacher
Jennifer Willis	3rd Grade teacher
Lisa Watts	4th grade teacher
Debbie Squier	5th Grade teacher
Debbie O'Connor	Media/Tech
Lisa Bigham	MTSS/Guidance

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

What will be the major initiatives of the LLT this year?
Support for full implementation of CCSS

Every Teacher Contributes to Reading Instruction

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

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).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
Orientation in spring (before they enter Kindergarten)

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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?

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

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	58%	No	71%
American Indian		0%		1%
Asian		77%		1%
Black/African American	34%	38%	Yes	41%
Hispanic	67%	53%	No	70%
White	71%	61%	No	74%
English language learners		29%		1%
Students with disabilities	37%	41%	Yes	43%
Economically disadvantaged	61%	50%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	28%	
Students scoring at or above Achievement Level 4	85	29%	

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 %
Students making learning gains (FCAT 2.0 and FAA)	116	40%	
Students in lowest 25% making learning gains (FCAT 2.0)		77%	

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)	14	41%	
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]*		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	32%	

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	52	58%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	63%	57%	No	67%
American Indian		0%		1%
Asian		57%		1%
Black/African American	34%	36%	No	1%
Hispanic	48%	51%	No	1%
White	70%	61%	No	73%
English language learners		27%		1%
Students with disabilities	47%	26%	No	52%
Economically disadvantaged	56%	46%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	38%	
Students scoring at or above Achievement Level 4	52	18%	

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	115	40%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	

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	35	35%	
Students scoring at or above Achievement Level 4	22	22%	

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			

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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	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.			

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

Recruit mentors for strugglers
Increase the number of volunteers/tutors
Build business partnerships in the community

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase mentors	0	0%	100%
Increase volunteers		%	%
Build community partners	0	0%	100%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Goal #2:
The level of 3.5 students on the State Writing Assessment will increase by 15% to meet the AMO district target. The African American students will increase by 20% to level 3.5 on the State Writing assessment to meet the AMO district target and bridge the

Goal #3:
Increase the level of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level 3 or above. Increase the level African American's of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level

Goal #4:
The level of 3-5 students on Reading FCAT 2.0 will increase by 15%. The African American students will maintain or increase by 15% to bridge the gap between African Americans and white students.

Goal #5:
The level of 3-5 students on Math FCAT 2.0 will increase by 10%. The African American students will maintain or increase by 10% to bridge the gap between African Americans and white students.

Goals Detail

Goal #1:

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2: **The level of 3.5 students on the State Writing Assessment will increase by 15% to meet the AMO district target. The African American students will increase by 20% to level 3.5 on the State Writing assessment to meet the AMO district target and bridge the**

Targets Supported

Resources Available to Support the Goal	• District writing Supervisor • Additional Team Planning Time for the fourth grade teachers
Targeted Barriers to Achieving the Goal	• Students come to fourth grade with very different levels of writing abilities.

Plan to Monitor Progress Toward the Goal

Action:
lesson plans, writing groups, walkthroughs

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
student product

Goal #3:	**Increase the level of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level 3 or above. Increase the level African American's of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level**

Targets Supported

Resources Available to Support the Goal	• Science Moodle Site • District Science Supervisor
Targeted Barriers to Achieving the Goal	• Students did not retain 3rd and 4th grade science concepts.

Plan to Monitor Progress Toward the Goal

Action:
lesson plans, progress, walkthroughs, PLC's,

Person or Persons Responsible:
5th grade teachers, Administration

Target Dates or Schedule:
PLC's, bi-weekly

Evidence of Completion:
student progress and products, lesson plans

Goal #4:	**The level of 3-5 students on Reading FCAT 2.0 will increase by 15%. The African American students will maintain or increase by 15% to bridge the gap between African Americans and white students.**

Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• EWS - Elementary School
Resources Available to Support the Goal	• Provide Professional Development and technology training
	• The teacher will provide students with clear rubrics or scales for reading instruction.
	• Hourly staff, Gifted teacher and VE teachers work with classroom teachers to target and provide specific lesson plans to meet the needs of tier 2 and 3 students as well as level 5 and gifted students.
Targeted Barriers to Achieving the Goal	• Teaching occurs in interacting with new knowledge versus practicing and deepening of new knowledge.
	• Our grade level teams do not have the needed time to plan for CCSS.
	• Teachers lack needed technology to move the students forward.
	• Our school lacks consistency in the use of rubrics in reading instruction.
	• Our school lacks consistently in lesson plans to address student enhancement and interventions in small groups.

Plan to Monitor Progress Toward the Goal

Action:
PLC's, data chats, walkthroughs

Person or Persons Responsible:
Debby Caven- Principal Sharon Wilson- Asst. Principal

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
walkthrough feedback forms, PLC, lesson plans, student's progress toward goals

Goal #5:	**The level of 3-5 students on Math FCAT 2.0 will increase by 10%. The African American students will maintain or increase by 10% to bridge the gap between African Americans and white students.**
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/Coaching
	• C-Palms

Targeted Barriers to Achieving the Goal	• Not all teachers have attended the 4 day math institute for the new math adoption.

Plan to Monitor Progress Toward the Goal

Action:
walkthroughs, lesson plans

Person or Persons Responsible:
Teachers, Administration

Target Dates or Schedule:
PLC's, data chats,

Evidence of Completion:
students progress, students product

Action Plan for Improvement

Goal #2:	The level of 3.5 students on the State Writing Assessment will increase by 15% to meet the AMO district target. The African American students will increase by 20% to level 3.5 on the State Writing assessment to meet the AMO district target and bridge the
Barrier #1:	Students come to fourth grade with very different levels of writing abilities.
Strategy #1 to Overcome the Barrier	Work with Writing supervisor to help teachers differentiate writing instruction to meet the needs of all thes student

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Develop a written plan for differentiated instruction (lesson plans)

Person or Persons Responsible:
Fourth Grade Teachers, District writing supervisor,

Target Dates or Schedule:
- by October 2013 Collaboration in January for grouping students to prepare for Writing Assessment

Evidence of Completion:
Lesson plans, PLC minutes

Facilitator:

Participants:
Fourth Grade Teachers, District writing supervisor,

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

Action:
Lesson plans, observation, walkthroughs

Person or Persons Responsible:
Debby Caven-Principal Sharon Wilson- Asst. Principal

Target Dates or Schedule:
Monthly

Evidence of Completion
student progress and product, Observing groups during instruction

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

Action:
Observation of writing groups, walkthroughs, lesson plans,

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Monthly and at PLC's

Evidence of Completion:
student product

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	Increase the level of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level 3 or above. Increase the level African American's of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level
Barrier #1:	Students did not retain 3rd and 4th grade science concepts.
Strategy #1 to Overcome the Barrier	Continue to review 3rd and 4th grade concepts that will be addressed on the science FCAT test. Mad Scientist will be coming in to do a 10 week program to give hands on experiences to students

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
lesson plans, PLC's,

Person or Persons Responsible:
Science supervisor, science trainings, Mad Scientist

Target Dates or Schedule:
Trainings throughout the year, AP sharing science info at PLC's, Feb-April- Mad Scientist

Evidence of Completion:
student product, walkthrough feedback, pre and post-test for Mad Scientist group

Facilitator:

Participants:
Science supervisor, science trainings, Mad Scientist

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

Action:
walkthrough, observation, PLC's,

Person or Persons Responsible:
Administration

Target Dates or Schedule:
bi-weekly

Evidence of Completion
student product, Mad scientist results from post-test

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

Action:
lesson plans, walkthroughs, observations

Person or Persons Responsible:
Administration, 5th grade teachers,

Target Dates or Schedule:
bi-weekly

Evidence of Completion:
student products and progress, evaluations

Goal #4:	The level of 3-5 students on Reading FCAT 2.0 will increase by 15%. The African American students will maintain or increase by 15% to bridge the gap between African Americans and white students.
Barrier #1:	Teaching occurs in interacting with new knowledge versus practicing and deepening of new knowledge.
Strategy #1 to Overcome the Barrier	Teachers will develop and implement lesson plans based on CCSS that will deepen student knowledge.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Developing lesson plans

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
4 times per year

Evidence of Completion:
Walkthrough data, lesson plan data, observation data

Facilitator:

Participants:
Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
lessons implemented and aligned with CCSS.

Person or Persons Responsible:
Debby Caven-Principal Sharon Wilson- Asst. Principal

Target Dates or Schedule:
lesson plans- weekly walkthrough feedback bi-weekly

Evidence of Completion
observation data, walkthrough feedback, student product.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
walkthroughs, lesson plans, observation

Person or Persons Responsible:
classroom teachers, administration,

Target Dates or Schedule:
bi-weekly at PLC's

Evidence of Completion:
student product, students scores

Goal #4:	The level of 3-5 students on Reading FCAT 2.0 will increase by 15%. The African American students will maintain or increase by 15% to bridge the gap between African Americans and white students.
Barrier #4:	Our school lacks consistency in the use of rubrics in reading instruction.
Strategy #1 to Overcome the Barrier	Teachers will collaborate by grade level to create rubrics across the grade level so all the students in each grade level will have the same expectations.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
lesson plans, rubric/scales

Person or Persons Responsible:
Grade level teams

Target Dates or Schedule:
PLC's, curriculum meetings, planned time together (at least 4 times a year)

Evidence of Completion:
rubric/scales posted, students able to understand and share

Facilitator:

Participants:
Grade level teams

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #4

Action:
walkthroughs, lesson plans, observation

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Bi-weekly, PLC's,

Evidence of Completion
posted rubrics/scales, walkthroughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #4

Action:
student product, student understanding, lesson plans, walkthroughs

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Continually

Evidence of Completion:
Improved, consistent student product, lesson plans

Goal #4:	The level of 3-5 students on Reading FCAT 2.0 will increase by 15%. The African American students will maintain or increase by 15% to bridge the gap between African Americans and white students.
Barrier #5:	Our school lacks consistently in lesson plans to address student enhancement and interventions in small groups.
Strategy #1 to Overcome the Barrier	Monthly meetings with hourly, VE and classroom grade level teams to discuss individual students needs and what strategies, activities, and materials should or could be used to increase student performance.

Step #1 to Implement Strategy #1

Action:
share strategies, interventions,

Person or Persons Responsible:
Hourly, Gifted, VE teachers

Target Dates or Schedule:
monthly

Evidence of Completion:
differentiated lesson plans directed specifically to certain students, progress monitoring of Tier 2 and Tier 3 students

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #4

Action:
lesson plans, walkthroughs

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion
progress monitoring, lesson plans, student progress

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #4

Action:
lesson plans, PLC minutes, walkthroughs

Person or Persons Responsible:
classroom teachers, Administration, VE teachers, Hourly

Target Dates or Schedule:
monthly

Evidence of Completion:
progress monitoring, student products, walkthroughs,

Goal #5:	The level of 3-5 students on Math FCAT 2.0 will increase by 10%. The African American students will maintain or increase by 10% to bridge the gap between African Americans and white students.
Barrier #1:	Not all teachers have attended the 4 day math institute for the new math adoption.
Strategy #1 to Overcome the Barrier	Allow and expect all classroom teachers to go to the math institute training by the end of this school year.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Math training, sharing of strategies, lessons from those who have attended and implemented strategies.

Person or Persons Responsible:
Teachers who have not received training

Target Dates or Schedule:
When trainings are offered through the school year. Share during PLC's and curriculum meeting.

Evidence of Completion:
walkthroughs, student product, lesson plans,

Facilitator:

Participants:
Teachers who have not received training

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

Action:
Walkthroughs, PLC's, observations

Person or Persons Responsible:
Debby Caven- Principal Sharon Wilson- Assistant Principal

Target Dates or Schedule:
Bi-Weekly

Evidence of Completion
Student progress, student product,

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

Action:
lesson plans, walkthroughs, students work

Person or Persons Responsible:
Classroom teachers, Administration

Target Dates or Schedule:
PLC's, data chats

Evidence of Completion:
student product, lesson plans, walkthrough feedback.

Action Step(s) Missing for Goal #5, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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).

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

We are using SIP funds for teacher training and for the use of subs to allow grade level teams to have time to collaborate and create lessons, pre and post assessments. We are also using SIP funds for anti-bullying assemblies.

We will use our Extended Learning Plan money for the Mad Scientist Program and to hire hourly staff to support classroom teachers and work in small groups for enhancement and interventions for strugglers.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Goal #2: The level of 3.5 students on the State Writing Assessment will increase by 15% to meet the AMO district target. The African American students will increase by 20% to level 3.5 on the State Writing assessment to meet the AMO district target and bridge the

Barrier #1: Students come to fourth grade with very different levels of writing abilities.

Strategy #1: Work with Writing supervisor to help teachers differentiate writing instruction to meet the needs of all thes student

Action Step #1: Develop a written plan for differentiated instruction (lesson plans)

Facilitator leader

Participants
Fourth Grade Teachers, District writing supervisor,

Target dates or schedule
- by October 2013 Collaboration in January for grouping students to prepare for Writing Assessment

Evidence of Completion and Person Responsible for Monitoring
Lesson plans, PLC minutes
(Person Responsible: Fourth Grade Teachers, District writing supervisor,)

Goal #3: Increase the level of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level 3 or above. Increase the level African American's of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level

Barrier #1: Students did not retain 3rd and 4th grade science concepts.

Strategy #1: Continue to review 3rd and 4th grade concepts that will be addressed on the science FCAT test. Mad Scientist will be coming in to do a 10 week program to give hands on experiences to students

Action Step #1: lesson plans, PLC's,

Facilitator leader

Participants
Science supervisor, science trainings, Mad Scientist

Target dates or schedule
Trainings throughout the year, AP sharing science info at PLC's, Feb-April- Mad Scientist

Evidence of Completion and Person Responsible for Monitoring
student product, walkthrough feedback, pre and post-test for Mad Scientist group
(Person Responsible: Science supervisor, science trainings, Mad Scientist)

Goal #4: The level of 3-5 students on Reading FCAT 2.0 will increase by 15%. The African American students will maintain or increase by 15% to bridge the gap between African Americans and white students.

Barrier #1: Teaching occurs in interacting with new knowledge versus practicing and deepening of new knowledge.

Strategy #1: Teachers will develop and implement lesson plans based on CCSS that will deepen student knowledge.

Action Step #1: Developing lesson plans

Facilitator leader

Participants
Teachers

Target dates or schedule
4 times per year

Evidence of Completion and Person Responsible for Monitoring
Walkthrough data, lesson plan data, observation data
(Person Responsible: Teachers)

Barrier #4: Our school lacks consistency in the use of rubrics in reading instruction.

Strategy #1: Teachers will collaborate by grade level to create rubrics across the grade level so all the students in each grade level will have the same expectations.

Action Step #1: lesson plans, rubric/scales

Facilitator leader

Participants
Grade level teams

Target dates or schedule
PLC's, curriculum meetings, planned time together (at least 4 times a year)

Evidence of Completion and Person Responsible for Monitoring
rubric/scales posted, students able to understand and share
(Person Responsible: Grade level teams)

Goal #5: The level of 3-5 students on Math FCAT 2.0 will increase by 10%. The African American students will maintain or increase by 10% to bridge the gap between African Americans and white students.

Barrier #1: Not all teachers have attended the 4 day math institute for the new math adoption.

Strategy #1: Allow and expect all classroom teachers to go to the math institute training by the end of this school year.

Action Step #1: Math training, sharing of strategies, lessons from those who have attended and implemented strategies.

Facilitator leader

Participants
Teachers who have not received training

Target dates or schedule
When trainings are offered through the school year. Share during PLC's and curriculum meeting.

Evidence of Completion and Person Responsible for Monitoring
walkthroughs, student product, lesson plans,
(Person Responsible: Teachers who have not received training)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #4	The level of 3-5 students on Reading FCAT 2.0 will increase by 15%. The African American students will maintain or increase by 15% to bridge the gap between African Americans and white students.	$1,500
	Total	$1,500

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Other	Total
SIP funds	$1,500	$0	$1,500
SIP funds, PTA grants	$0	$0	$0
SIP funds, ELP funds	$0	$0	$0
PTA grant, SIP and ELP funds	$0	$0	$0
Total	$1,500	$0	$1,500

Budget Detail

Goal #2: The level of 3.5 students on the State Writing Assessment will increase by 15% to meet the AMO district target. The African American students will increase by 20% to level 3.5 on the State Writing assessment to meet the AMO district target and bridge the

Barrier #1: Students come to fourth grade with very different levels of writing abilities.

Strategy #1: Work with Writing supervisor to help teachers differentiate writing instruction to meet the needs of all thes student

Action Step #1: Develop a written plan for differentiated instruction (lesson plans)

Resource Type	Evidence-Based Program
Resource	Grade level teams along with hourly, VE resource, Gifted teacher and collaborate to create and monitor differentiated plans
Funding Source	SIP funds, ELP funds
Amount Needed	$0

Goal #3: Increase the level of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level 3 or above. Increase the level African American's of 3-5's on science FCAT will increase by 10 % to give us 68% of our students scoring level

Barrier #1: Students did not retain 3rd and 4th grade science concepts.

Strategy #1: Continue to review 3rd and 4th grade concepts that will be addressed on the science FCAT test. Mad Scientist will be coming in to do a 10 week program to give hands on experiences to students

Action Step #1: lesson plans, PLC's,

Resource Type	Evidence-Based Program
Resource	Mad Scientist group, PLC's and curriculum meetings,
Funding Source	PTA grant, SIP and ELP funds
Amount Needed	$0

Goal #4: The level of 3-5 students on Reading FCAT 2.0 will increase by 15%. The African American students will maintain or increase by 15% to bridge the gap between African Americans and white students.

Barrier #1: Teaching occurs in interacting with new knowledge versus practicing and deepening of new knowledge.

Strategy #1: Teachers will develop and implement lesson plans based on CCSS that will deepen student knowledge.

Action Step #1: Developing lesson plans

Resource Type	Evidence-Based Program
Resource	Professional Development in CCSS through outside trainings, the district and Learning Specialist at curriculum meetings, blocks of time to work with grade level team members
Funding Source	SIP funds
Amount Needed	$1,500

Barrier #4: Our school lacks consistency in the use of rubrics in reading instruction.

Strategy #1: Teachers will collaborate by grade level to create rubrics across the grade level so all the students in each grade level will have the same expectations.

Action Step #1: lesson plans, rubric/scales

Resource Type	Other
Resource	grade level teams working together to create rubrics based on standards
Funding Source	SIP funds, PTA grants
Amount Needed	$0