FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0161 - Bay Point Elementary School

District: 52 - Pinellas

Principal: Felita Grant

SAC Chair: Bryan Higel

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/24/2013

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:	727-552-1449	
Web Address:	http://www.baypoint-es.pinellas.k12.fl.us	
Email Address:	0161.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	56%			
Minority:	67%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	C	B	A	B

Current School Status

School Information

School-Level Information

School Bay Point Elementary School

Principal's name Felita Grant

School Advisory Council chair's name Bryan Higel

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

Name	Title
Dr. Felita Grant	Principal
Barbara Hawkins	Asst. Principal
Sara DePerro	Asst. Principal/Magnet Coordinator
Cameshia Ware	Guidance Counselor
Bryan Higel	Parent
LaShawn Gomillion	Teacher
Khristin Henderson	Teacher
Ciera Negretti	Teacher
Robyn Royall	Social Worker
Heather Jakobiak	Psychologist

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

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
Bryan Higel- Parent
Erica Sheperd- Parent
Chris Simoniello- Parent
Luis Aguilar- Parent
Mary Ryan- Community Representative
Dr. Felita Grant-Principal
Barbara Hawkins- Asst Principal
Khristin Henderson-Teacher

Describe the involvement of the SAC in the development of this school improvement plan
The involvement of SAC included meeting to gather their input and feedback to make adjustments to the planned goals and activities. We also sought their final approval of the final SIP plan.

Describe the activities of the SAC for the upcoming school year
• Planning for the full implementation of Everyday Math (Family Information Session).
• Continuously review school formative and summative data-including input into school based and

school related student and parent functions
• Working to apply for a number of grants to support school improvement activities

Describe the projected use of school improvement funds and include the amount allocated to each project
• Purchase of Everyday Math program (technology software)- $2500.00
• Professional Development in Common Core Implementation in the classroom (6)- $1000.00

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 3

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

Administrator Information:

Felita Grant

Principal	Years as Administrator: 15	Years at Current School: 1

Credentials	M.S. - Ed. Leadership
	BAE – Elem. Education
	EDD- Ed. Leadership and Policy Studies
	Certification - School Principal, Elementary Ed., Primary Ed.

Performance Record	2005-2008 Prior School Grade A
	2002-2005 – Prior School Grade C and B
	2012-2013- C
	Grade 2013= C
	Points Earned 2013= 464
	Grade 2012- B
	Points Earned 2012= 460
	Reading %- 61
	Math % Writing % Science % Reading Points for Gains
	53 58 46 61
	Math Points for Gains= 69 Reading Gains for Low 25%=59
	Math Gains for Low 25%=57

Barbara Hawkins

Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	MS Ed. Leadership BS. Elem. Ed Certification: ESOL

Performance Record	Prior School Grade 2010-2011 A 2011-2012 B, 2012-2013 C Grade 2013- C Points Earned 2013- 464 Grade 2012- B Points Earned 2012- 460 Reading % 61 Math % Writing % Science % Reading Points for Gains 53 58 46 61 Math Points for Gains- 69 Reading Gains for Low 25%- 59 Math Gains for Low 25% - 57

Sara DePerro

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

Credentials	MS Ed. Leadership BA Biology Certifications: Biology 6-12 Earth Science 6-12 Gifted Endorsement Nationally Board Certified

Performance Record	2010-2011 A 2011-2012 Elementary B and Middle School D 2012-2013 Elementary C and Middle School C 2012-2013 C Grade 2013- C Points Earned 2013- 464 Grade 2012- B Points Earned 2012- 460 Reading % 61 Math % Writing % Science % Reading Points for Gains 53 58 46 61 Math Points for Gains- 69 Reading Gains for Low 25%- 59 Math Gains for Low 25% - 57

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:

Paige Michael

Part-time / District-based	Years as Coach: 14	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	BS; MA; Elementary Ed Certification; Early Childhood Certification; Reading Endorsement	
Performance Record	No site specific data to report at this time	

Classroom Teachers

# of classroom teachers 55

 # receiving effective rating or higher 55, 100%

 # 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. 55, 100%

 # ESOL endorsed 19, 35%

 # reading endorsed 4, 7%

 # with advanced degrees 16, 29%

 # National Board Certified 3, 5%

 # first-year teachers 3, 5%

 # with 1-5 years of experience 10, 18%

 # with 6-14 years of experience 24, 44%

 # with 15 or more years of experience 18, 33%

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.
The school strategies that are used to retain highly qualified, certified-in-field teachers include
• Conducting monthly new teacher meetings for support (Administrative team)
• Multiple Professional development opportunities are shared for supporting growth in teacher effectiveness (Mrs. Hawkins)
• Support is given to staff members wishing to attend various professional conferences or holding common planning meetings with colleagues (Administrative team)
• New teachers are assigned a mentor (Mrs. Gomillion)
• Block schedule is supported in an effort to give a more consistent schedule for teacher common planning. (Ms. DePerro)

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

Mentoring program plan:

• Monthly new teacher meetings as a group

• Each new teacher (either new to profession or new to site) is assigned a mentor –the rationale used for pairings is selecting a highly qualified team member who teaches in a similar grade level as the new teacher so that activities like common planning and observations are more effective.

• New teachers are also permitted to do in class observations of other highly effective classrooms, while coverage is provided by on-site staff.

• New teachers also are formally observed by an administrator a minimum of twice per school year, which includes follow up discussion about strengths and areas in need of development.

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

Our school's data-based problem solving process begins with monthly SIP and status check review meetings in grade level PLCs. Teachers hold data chat meetings 1 per month with their grade level teams to assess the effectiveness of core instruction and status of individual, as well as whole grade, student performance; the results of those meetings are then used to develop hypothesis by the school's SBLT team and to help move forward with possible next steps in continued class differentiation and needed interventions for both small group and individual students.

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

Dr. Felita Grant- Team Leader/Facilitator

Barbara Hawkins- Assessment/Curriculum Data Manager

Sara DePerro-Co-Facilitator/Meeting Minutes/Data Entry for RtI

Cameshia Ware-Student services updates/Attendance and Behavior Data Manager

Heather Jakobiak (Psychologist)-PSW status monitor/Tier 3 updates/Time Keeper

Robyn Royall (Social Worker)-PSW team member and data collection

Khristin Henderson- Teacher rep

LaShawn Gomillion- Teacher rep

Ciera Negretti- Teacher rep

Bryan Higel- Parent rep.

Grade level reps:

K-Stacy Herens

1st- Carrie Jefferies

2nd- Robyn Stroud

3rd- Christine Bouanene

4th – Sylvia Cairns

5th- Doug Dodge

Specialist- Renee Hale

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

The SBLT meets weekly to discuss and identify school based issues and concerns. The team holds monthly data review meetings after the conclusion of all grade level administrative PLCs in an effort to

monitor the school's MTSS and SIP status. The results of these discussions are then used to update and revise as necessary the barriers/resources necessary and next action steps in reaching SIP goals using a problem-solving process of information.

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 sources and management system that will be used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports includes:
• District data warehouse materials
• Attendance data
• Discipline data
• RtI- data
• Progress monitoring data
• LLI intervention team data
• Common assessments
• Student services notes (referrals, parent concerns, small group anecdotal notes, etc.)

Our school guidance counselor and student services team will then collect the data on a monthly basis to share and be analyzed by the SBLT team. Their analysis will then be shared and discussed with grade level teams where appropriate in an effort to judge the effectiveness of core instruction, supplemental and intensive supports.

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

The plan to support the staff's understanding of MTSS and build capacity includes:
• On-site professional development to discuss and review MTSS process (including a flow chart of MTSS process) to help develop staff understanding of how to align/integrate instruction and the interventions delivered to students based on student need. The professional development will focus on the importance of discussing needs-driven/data-driven decision-making to ensure that our resources reach the appropriate students and to accelerate all students to achieve and/or exceed proficiency.
• Monthly reminder snap shots at Staff meetings to share areas of identified needs.
• The RtI-B and SBLT teams will continue to meet to problem-solve through the school wide-behavior interventions and their effectiveness; as well as support teachers in their understanding of the School-wide behavior plan.
• Modeling in grade level PLCs of the problem-solving process

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: 120

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Small group sesssions will address reading deficiencies and instruction will be determined by differentiated needs and adjusted as students progress. Follow up and reporting: Extended contract teaches will share progress of targeted students with their classroom teachers, parents and administrators. Teachers may use one or more method/artitacts: checklist, data charts, or written reports to communicate results.

How is data collected and analyzed to determine the effectiveness of this strategy?
Student learning gains will be determined by pre/post assessment results and by proficient levels of performance as indicated by FCAT 2014 individual student results in the area of reading, and/or the number of successful portfolio assessments. Teachers may use one or more method/artifacts to communicate progress on a regular basis

Who is responsible for monitoring implementation of this strategy?
Administration will monitor and review the effectiveness of the strategy based on student achievement results.

Strategy: Before or After School Program

Minutes added to school year: 120

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Small group sessions will address writing deficiencies and instruction will be determined by differentiated needs and adjusted as students progress.

How is data collected and analyzed to determine the effectiveness of this strategy?
Student learning gains are expected by the end of the ELP tutorial sessions as determined by pre/post assessment results and by proficient levels of performance as indictatedby FCAT Writes 2014 individual student results.

Who is responsible for monitoring implementation of this strategy?
Extended contract teachers will share progress of targeted students with their classroom teachers, parents, and administrators. Teachers may use one of more methods/artifacts: checklist, data charts, or written reports to communicate results.

Strategy: Before or After School Program

Minutes added to school year: 120

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Small group sessions will address science deficiencies and instruction will be determined by differentiated needs and adjusted as students progress.

How is data collected and analyzed to determine the effectiveness of this strategy?
Student learning gains are expected by the end of the ELP tutorial sessions as determined by pre/post assessment results and by proficient levels of performance as indicated by FCAT 2014 individual student results in science.

Who is responsible for monitoring implementation of this strategy?
Extended contract teachers will share progress of targeted students with their classroom teachers, parents, and administrators. Teachers may use one or more methods/artifacts: checklist, data charts, or written reports to communicate results.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Felita Grant	Administrator
Barbara Hawkins	Administrator
Sara DePerro	Administrator
Christine Bouanene	Teacher
Robin Stroud	Teacher
Khristin Henderson	Teacher
Carrie Jefferis	Teacher
Dawn Smith	Literacy Teacher
Bonnie Parker	Media Specialist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The school-based LLT meets once per month. Their function is to determine the best use of referendum dollars based on school needs assessment. Team reviews student Reading performance data to assess school needs and next steps in support of the School Improvement plan. LLT also attends monthly district Professional Development (grade level specific) to bring back knowledge and resources back to the school site.

What will be the major initiatives of the LLT this year?
The major initiatives of the LLT this year will be to prepare presentations and communications for school PTA and SAC in regard to the implementation and impact of Common Core State Standards.

They will also be analyzing the school's reading data after each assessment cycle to monitor progress toward meeting SIP reading goals, as well as problem solving for new areas identified as areas for improvement.

Finally, their last major initiative is to share professional develop and share strategies that teachers can use for involving students in more complex text.

Preschool Transition

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

The strategies used for assisting preschool children in transition include an early Kindergarten orientation to help families prepare for what their students will learn, what they will be expected to do and what they can expect from the upcoming school year; We held a summer Pre-K program, Juvenile Welfare Board (JWB) Skills Camp to help students adjust to being on school campus for extended periods of time. Our last strategy is to hold an Open House/Meet the Teacher event where parents can see their child's classroom and learn strategies that they can use to support their child's teacher as they adjust to full time school.

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	67%	61%	No	70%
American Indian				
Asian				
Black/African American	50%	45%	No	55%
Hispanic	73%	76%	Yes	76%
White	85%	81%	No	87%
English language learners				
Students with disabilities	36%	58%	Yes	42%
Economically disadvantaged	56%	48%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	22%	55%
Students scoring at or above Achievement Level 4	117	38%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		27%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		74%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	188	61%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	182	59%	69%

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)	15	67%	77%
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]*		39%
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]*		24%

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	61	59%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		60%

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	51%	53%	Yes	56%
American Indian				
Asian				
Black/African American	36%	35%	No	42%
Hispanic	46%	71%	Yes	51%
White	67%	70%	Yes	70%
English language learners				
Students with disabilities	25%	50%	Yes	33%
Economically disadvantaged	40%	35%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	29%	39%
Students scoring at or above Achievement Level 4	71	23%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		65%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	213	69%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	176	57%	67%

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	23	24%	34%
Students scoring at or above Achievement Level 4	22	23%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	642	100%	100%

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	35	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	42	39%	29%
Students who receive two or more behavior referrals	32	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	4%	3%

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

We have a number of parental involvement engagement targeted opportunities that we intend to our community including information nights on Common Core, Math night, FCAT night, Writing Workshop night, Reading night (free book swap), Early Reading intervention night K-2, and Parent University evenings (subjects vary).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attending any activity	270	40%	50%
Parents of the lowest 25% attending an activity		15%	25%

Area 10: Additional Targets

Description of additional targets

To increase the number of African American students meeting academic proficiency

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of African American students meeting the Annual Measurable objective in reading	61	42%	52%
Increase the number of African American students meeting the Annual Measurable objective in math	49	33%	43%
Increase the number of African American students meeting the Annual Measurable objective in science	18	34%	44%

Goals Summary

Goal #1:
Increase the Annual Measurable objective of African American Students in reading from 41.5% to 55% during the 2013-2014 school year.

Goal #2:
Increase the number of 5th grade students scoring at or above Science FCAT 2.0 Level 3 to 56%

Goal #3:
Increase the number of African American students meeting Annual Measureable objective in science from 34 % to 44%

Goal #4:
Increase the number of students scoring at or above a Level 3 on Math FCAT 2.0 to 63%

Goal #5:
Increase the number of African American students meeting their Annual Measureable Objective in math from 33.3% to 42%.

Goal #6:
Increase the number of students scoring at or above 3.5 on FCAT 2.0 Writing to 69%.

Goal #7:
Increase the % of students scoring 3 or above on Reading FCAT 2.0 by 10% during the 2013-2014 school year.

Goals Detail

Goal #1:	**Increase the Annual Measurable objective of African American Students in reading from 41.5% to 55% during the 2013-2014 school year.**
Targets Supported	• Reading - AMO's
Resources Available to Support the Goal	• On-site personnel to conduct review of Differentiated instruction (Administrators and Guidance counselor) • On-site personnel to conduct Common Core trainings (Administrators, experienced teachers, etc.) • District personnel for professional development • Leveled Literacy Intervention (LLI) teachers • Extended Learning funds, SIP dollars and Magnet discretionary funds for purchase of new intervention resources.
Targeted Barriers to Achieving the Goal	• Lack of differentiated instruction in some classrooms

Plan to Monitor Progress Toward the Goal

Action:
The assessment data collected through out the month and during testing cycles will be analyzed with grade level teams, SBLT and Administration to determine if changes need to be made in the current level of implementation. The staff will determine whether we should continue the plan, intensify it, modify it or terminate it all together based on the data.

Person or Persons Responsible:
Teachers, SBLT and Administrative Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Positive completion will be noted if there is an increased student achievement on formative assessments for a majority of students. Questionable-some increased success is noted but it appears to be in small groups or does not show a pattern throughout the grade level. Poor response-the data collected through assessment does not indicate any improvement in student performance.

Goal #2:	Increase the number of 5th grade students scoring at or above Science FCAT 2.0 Level 3 to 56%
Targets Supported	• Science • Science - Elementary School
Resources Available to Support the Goal	• On-site and district personnel to conduct Professional development in the areas of Common Core and Differentiation. • Extended Learning funds, SIP dollars and Magnet discretionary funds for purchase of new intervention resources.
Targeted Barriers to Achieving the Goal	• Insufficient Standards based instruction

Plan to Monitor Progress Toward the Goal

Action:
The assessment data collected through out the month and during testing cycles will be analyzed with grade level teams (data chats), SBLT and Administration to determine if changes need to be made in the current level of implementation of the skills acquired in training. The staff will determine whether we should continue the plan, intensify it, modify it or terminate it all together based on the data.

Person or Persons Responsible:
Teachers, SBLT and Administrative Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Positive completion will be noted if there is increased student achievement on formative assessments for a majority of students. Questionable completion if some success is noted but it appears to be in a small groups or does not show a pattern throughout the grade level. Poor response-the data collected through assessment does not indicate any improvement in student performance.

Goal #3:	Increase the number of African American students meeting Annual Measureable objective in science from 34 % to 44%
Targets Supported	• Science • Science - Elementary School
Resources Available to Support the Goal	• On-site professional learning communities for data analysis of the performance of African American students. • On-site personnel to conduct Common Core Trainings to Integrate Common Core Standards through out Science Curriculum.
Targeted Barriers to Achieving the Goal	• Lack of differentiated instruction in some classrooms.

Plan to Monitor Progress Toward the Goal

Action:
The assessment data collected through out each month and during specified testing cycles will be analyzed with grade level (data chats), SBLT and Administration to determine if changes need to be made in the current level of implementation. The staff will determine whether we should continue the plan, intensify it, modify it or terminate it all together based on the data.

Person or Persons Responsible:
Teachers, SBLT and Administrative Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Positive completion will be noted if there is an increased student achievement on formative assessments for a majority of students. Questionable- Some increased success is noted but it appears to be in small groups or does not show a pattern throughout the grade level. Poor response-the data collected through assessment does not indicate any improvement in student performance.

Goal #4:	Increase the number of students scoring at or above a Level 3 on Math FCAT 2.0 to 63%
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	• On-site and district personnel to conduct Professional development in the areas of Common Core and Differentiation. • Extended Learning funds, SIP dollars and Magnet discretionary funds for purchase of new intervention resources.
Targeted Barriers to Achieving the Goal	• Insufficient Standards based instruction • Lack of Differentiated instruction in some classrooms.

Plan to Monitor Progress Toward the Goal

Action:
The assessment data collected through out the month and during testing cycles will be analyzed with grade level teams (data chats), SBLT and Administration to determine if changes need to be made in the current level of implementation of the skills acquired in training. The staff will determine whether we should continue the plan, intensify it, modify it or terminate it all together based on the data.

Person or Persons Responsible:
Teachers, SBLT and Administrative Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Positive completion will be noted if there is increased student achievement on formative assessments for a majority of students. Questionable completion if some success is noted but it appears to be in a small groups or does not show a pattern throughout the grade level. Poor response-the data collected through assessment does not indicate any improvement in student performance.

Goal #5:	Increase the number of African American students meeting their Annual Measureable Objective in math from 33.3% to 42%.
Targets Supported	• Math • Math - Elementary and Middle AMO's
Resources Available to Support the Goal	• On-site professional learning communities for data analysis of the performance of African American students. • On-site personnel to conduct Common Core Trainings in the Area of Math • Book study: Common Core Mathematics in a PLC: Grades K-2 and Common Core Mathematics in a PLC: Grades 3-5
Targeted Barriers to Achieving the Goal	• Lack of differentiated instruction in some classrooms.

Plan to Monitor Progress Toward the Goal

Action:
The assessment data collected through out each month and during specified testing cycles will be analyzed with grade level (data chats), SBLT and Administration to determine if changes need to be made in the current level of implementation. The staff will determine whether we should continue the plan, intensify it, modify it or terminate it all together based on the data.

Person or Persons Responsible:
Teachers, SBLT and Administrative Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Positive completion will be noted if there is an increased student achievement on formative assessments for a majority of students. Questionable- Some increased success is noted but it appears to be in small groups or does not show a pattern throughout the grade level. Poor response-the data collected through assessment does not indicate any improvement in student performance.

Goal #6:	Increase the number of students scoring at or above 3.5 on FCAT 2.0 Writing to 69%.
Targets Supported	• Writing
Resources Available to Support the Goal	• Writing Units of Study • Professional Learning Communities
Targeted Barriers to Achieving the Goal	• Lack of differentiated instruction in some classrooms

Plan to Monitor Progress Toward the Goal

Action:
The assessment data collected after each round of Common Assessments and the Writing FCAT 2.0 will be analyzed with the 4th grade team, SBLT and Administration to determine if changes need to be made in the current level of implementation. The team will determine whether we should continue the plan, intensify it, modify it, or terminate it all together based on the data

Person or Persons Responsible:
4th grade Teachers, SBLT and Administrative Team

Target Dates or Schedule:
3x per year

Evidence of Completion:
Positive completion will be noted if there is an increase in student achievement in writing after Common Assessments and Writing FCAT 2.0. Questionable-Some increased success is noted but only in small groups or does not show an overall increase in the 4th grade. Poor response- the data collected through the assessments does not indicate any improvement or an actual decrease in student performance.

Goal #7:	Increase the % of students scoring 3 or above on Reading FCAT 2.0 by 10% during the 2013-2014 school year.
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains
Resources Available to Support the Goal	• On-site personnel to conduct review of Differentiated instruction (Administrators and Guidance counselor) • On-site personnel to conduct Common Core trainings (Administrators, experienced teachers, etc.) • District personnel for professional development • Holding parent involvement and information nights that focus on key targets to help increase student engagement. • Leveled Literacy Intervention (LLI) teachers • Extended Learning funds, SIP dollars and Magnet discretionary funds for purchase of new intervention resources.

Targeted Barriers to Achieving the Goal	• Insufficient Standards based instruction • Insufficient intervention supports exist to address varying needs of students. (All content area goals) • Lack of differentiated instruction in some classrooms

Plan to Monitor Progress Toward the Goal

Action:
The assessment data collected through out the month and during testing cycles will analyzed with grade level teams, SBLT and Administration to determine if changes need to be made in the current level of implementation. The staff will determine whether we should continue the plan, intensify it, modify it or terminate it all together based on the data.

Person or Persons Responsible:
Teachers, SBLT and Administrative Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Positive completion will be noted if there is an increased student achievement on formative assessments for a majority of students. Questionable-Some increased success is noted but it appears to be in small groups or does not show a pattern throughout the grade level. Poor response-the data collected through assessment does not indicate any improvement in student performance.

Action Plan for Improvement

Goal #1:	Increase the Annual Measurable objective of African American Students in reading from 41.5% to 55% during the 2013-2014 school year.
Barrier #3:	Lack of differentiated instruction in some classrooms
Strategy #1 to Overcome the Barrier	Provide formative assessments to inform differentiation in instruction.

Step #1 to Implement Strategy #1

Action:
All teachers will utilize school wide specific and parallel formative assessments.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Will be used monthly and for the entire school year

Evidence of Completion:
Notes from grade level PLC meetings and notations in teacher lesson plans.

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

Action:
Team leaders will discuss and decide upon which formative assessments will be utilized bi-monthly and inform administrative team of those decisions. These assessments will then be used as a basis for identifying further areas of improvement and next steps in increasing student performance. Following the RtI process any student(s) identified as struggling to make gains will be referred for further intervention and progress monitoring.

Person or Persons Responsible:
Teachers and Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion
Administrative PLC notes

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

Action:
FAIR data and Common Assessment

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
After each testing cycle

Evidence of Completion:
Evidence of improved student achievement in the areas covered with the formative assessments.

Goal #1:	Increase the Annual Measurable objective of African American Students in reading from 41.5% to 55% during the 2013-2014 school year.
Barrier #3:	Lack of differentiated instruction in some classrooms
Strategy #2 to Overcome the Barrier	Additional professional development to address Differentiated instruction

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
The school will provide and/or identify professional development opportunities that will help teachers become more knowledgeable and comfortable with differentiating instruction.

Person or Persons Responsible:
Administrative Team and Guidance Counselor

Target Dates or Schedule:
Site based or district sites

Evidence of Completion:
Notation on professional development calendar and LMS.

Facilitator:
Andrea Sanchez and Ms. DePerro

Participants:
Administrative Team and Guidance Counselor

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #1

Action:
The Coordinator will verify through the Learning Management System (LMS) the completion and hours accumulated in the area of Differentiated instruction.

Person or Persons Responsible:
Andrea Sanchez-Professional Development Coordinator

Target Dates or Schedule:
Yearly

Evidence of Completion
Completed LMS report

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #1

Action:
Administrative team will conduct observations and lesson plan reviews to determine if differentiation is occurring more often in classrooms. The SBLT will utilize FAIR Data and FCAT results to determine whether or not their was an impact on African American student achievement.

Person or Persons Responsible:
Administrators and SBLT

Target Dates or Schedule:
Yearly

Evidence of Completion:
Evidence of completion will be whether or not the data reflects an increase in African American Student achievement.

Goal #2:	Increase the number of 5th grade students scoring at or above Science FCAT 2.0 Level 3 to 56%
Barrier #1:	Insufficient Standards based instruction
Strategy #1 to Overcome the Barrier	Additional professional development, including Professional Learning Community discussions, to address instructional staff's knowledge of Common Core Standards and the transition from current Sunshine State Standards.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
The school will devise professional learning opportunities that specifically focus on strategies to support teachers in integrating ELA and Math Common Core standards in Science.

Person or Persons Responsible:
Administrators, Guidance Counselors and Team Leaders

Target Dates or Schedule:
Pre-school and during site based professional learning days and PLC meetings.

Evidence of Completion:
Lesson plans PD sign-sheets

Facilitator:
Administrators, Mrs. Sanchez

Participants:
Administrators, Guidance Counselors and Team Leaders

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

Action:
Administrative team will develop a PLC framework for the use by grade level teams and a specified method of notating meeting minutes to verify framework topics and professional development are being addressed; Stress will be placed on preparing students to integrate the following math ideas into science: • Making sense of problems and persevering in solving them • Construct viable arguments and critique the reasoning of others in problem solutions • Attend to precision • Model with mathematics-using skills appropriately in life, society and the work place In addition, lesson study of the books "Common Core Mathematics in a PLC: Grades K-2" and "Common Core Mathematics in a PLC: Grades 3-5." will take place to reinforce strategies acquired in professional development workshops in an effort to support the Common Core Math integration. They will also focus on using text dependent questions and use of complex text in science to meet ELA Common Core standards.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Weekly

Evidence of Completion
Lesson plans and PLC notes

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

Action:
Administrators and grade level teams will conduct monthly data chats to monitor the effectiveness of core instruction on student achievement.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative assessment results Common Assessments Teacher created assessments

Goal #3:	Increase the number of African American students meeting Annual Measureable objective in science from 34 % to 44%
Barrier #3:	Lack of differentiated instruction in some classrooms.
Strategy #1 to Overcome the Barrier	Provide formative assessments to inform differentiation in instruction.

Step #1 to Implement Strategy #1

Action:
All teachers will utilize school wide specific and parallel formative assessments to test students in the areas noted for success on FCAT 2.0.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
They will be used monthly and for the entire school year.

Evidence of Completion:
Notes from grade level Administrative PLCs and notations of formative assessments in lesson plans.

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

Action:
Team leaders will discuss and decide upon which formative assessments will be utilized bi-monthly and inform administrative team of those decisions. These assessments will then be used as a basis for identifying further areas of improvement and next steps in increasing student performance.

Person or Persons Responsible:
Teachers and Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion
Administrative PLC notes

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

Action:
Teams will use the performance data obtained during Common Assessment to determine the effectiveness of differentiating lessons based on formative assessment data.

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
After each Common Assessment testing cycle

Evidence of Completion:
Evidence of improved student achievement in the areas covered.

Goal #4:	Increase the number of students scoring at or above a Level 3 on Math FCAT 2.0 to 63%
Barrier #1:	Insufficient Standards based instruction
Strategy #1 to Overcome the Barrier	Additional professional development, including Professional Learning Community discussions, to address instructional staff's knowledge of Common Core Standards and the transition from current Sunshine State Standards.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
The school will devise professional learning opportunities that specifically focus on the transition from Sunshine State standards to Common Core Standards, including creation of a Focused PLC roadmap.

Person or Persons Responsible:
Administrators, Guidance Counselors and Team Leaders

Target Dates or Schedule:
Pre-school and during site based professional learning days and PLC meetings.

Evidence of Completion:
Lesson plans PD sign-sheets

Facilitator:
Administrators, Mrs. Sanchez

Participants:
Administrators, Guidance Counselors and Team Leaders

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

Action:
Administrative team will develop a PLC framework for the use by grade level teams and a specified method of notating meeting minutes to verify framework topics and professional development are being addressed; Stress will be placed on preparing students in the following areas: • Making sense of problems and persevering in solving them • Construct viable arguments and critique the reasoning of others in problem solutions • Attend to precision • Model with mathematics-using skills appropriately in life, society and the work place In addition, lesson study of the books "Common Core Mathematics in a PLC: Grades K-2" and "Common Core Mathematics in a PLC: Grades 3-5." will take place to reinforce strategies acquired in professional development workshops.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Weekly

Evidence of Completion
Lesson plans and PLC notes

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

Action:
Administrators and grade level teams will conduct monthly data chats to monitor the effectiveness of core instruction on student achievement.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative assessment results FAIR Common Assessments Teacher created assessments

Goal #5:	Increase the number of African American students meeting their Annual Measureable Objective in math from 33.3% to 42%.
Barrier #3:	Lack of differentiated instruction in some classrooms.
Strategy #1 to Overcome the Barrier	Provide formative assessments to inform differentiation in instruction.

Step #1 to Implement Strategy #1

Action:
All teachers will utilize school wide specific and parallel formative assessments to test students in the areas noted for Common Core math.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
They will be used monthly and for the entire school year.

Evidence of Completion:
Notes from grade level Administrative PLCs and notations of formative assessments in lesson plans.

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

Action:
Team leaders will discuss and decide upon which formative assessments will be utilized bi-monthly and inform administrative team of those decisions. These assessments will then be used as a basis for identifying further areas of improvement and next steps in increasing student performance.

Person or Persons Responsible:
Teachers and Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion
Administrative PLC notes

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

Action:
Teams will use the performance data obtain during Common Assessment to determine the effectiveness of differentiating lessons based on formative assessment data.

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
After each Common Assessment testing cycle

Evidence of Completion:
Evidence of improved student achievement in the areas covered.

Action Step(s) Missing for Goal #5, Barrier #3, Strategy #4
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #4 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 #4 for Overcoming Barrier #3 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	Increase the number of students scoring at or above 3.5 on FCAT 2.0 Writing to 69%.
Barrier #1:	Lack of differentiated instruction in some classrooms
Strategy #1 to Overcome the Barrier	Professional Development for 4th grade teachers in the use of informational text to support writing skills and ability grouping for increase writing rigor.

Step #1 to Implement Strategy #1

Action:
Professional Development Coordinator will arrange for a district writing supervisor to attend a 4th grade PLC and/or conduct formal professional development training.Administrative team will also designate specific dates on the PLC roadmap to discuss writing performance.

Person or Persons Responsible:
4th grade teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC meeting notes PLC road map indicators

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Administrative team will designate specific dates on the PLC roadmap to discuss writing performance and review writing performance data. Administrators will receive additional information via Learning Specialist meetings and then use those topics in the school Curriculum meetings for discussion.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion
Lesson plans reflecting Writing Units of Study, as well as student work samples.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
The SBLT will use data collected after each round of Common assessments to monitor the effectiveness of the writing strategies discussed and identified during PLCs and their workshop training.

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
2 per year

Evidence of Completion:
Common Assessment results

Goal #7:	Increase the % of students scoring 3 or above on Reading FCAT 2.0 by 10% during the 2013-2014 school year.
Barrier #1:	Insufficient Standards based instruction
Strategy #1 to Overcome the Barrier	1. Additional professional development to address instructional staff's knowledge of Common Core Standards and the transition from current Sunshine State standards.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
The school will devise professional learning opportunities that specifically focus on the transition from Sunshine State standards to implementation and fidelity to Common Core standards.

Person or Persons Responsible:
Administrators and Guidance counselor

Target Dates or Schedule:
Pre-school and during site based professional learning days

Evidence of Completion:
Lesson plans Student assessment results on Common Assessments

Facilitator:
Administrators, Guidance Counselor

Participants:
Administrators and Guidance counselor

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Administrative team will develop a PLC framework for use by grade level teams and a specified method of notating meeting minutes to verify framework topics are addressed. Topics that will be covered include processing and implementation of Common Core Standards for ELA, using more complex and informational text in the classroom,

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Weekly

Evidence of Completion
Lesson plans and PLC notes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Administrators and grade level teams will conduct monthly data chats to monitor the effectiveness of core instruction on student achievement

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative assessment results FAIR Common Assessments Teacher created Assessments

Goal #7:	Increase the % of students scoring 3 or above on Reading FCAT 2.0 by 10% during the 2013-2014 school year.
Barrier #2:	Insufficient intervention supports exist to address varying needs of students. (All content area goals)
Strategy #1 to Overcome the Barrier	1. Create needed resource map for purchasing additional intervention resources

Step #1 to Implement Strategy #1

Action:
The SBLT will catalog all intervention materials found on campus, as well as the frequency of their use in intervention. They will then use theirs to compare to other resource maps used by schools with improved student achievement data. Using the resources not yet identified on the Bay Point resource map and by determining the needs of students for intervention on campus, the SBLT will select a set of new internvention resources that would be most appropriate for adding to the school resource map.

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Weekly

Evidence of Completion:
A resource map created for BPE and a compelation of those from other elementary schools in the district.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #7

Action:
Once new resources are identified, the guidance counselor will put together an order to be submitted to the school principal for determination if funds are available for the identified resources.

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Monthly

Evidence of Completion
Submitted purchase requisition to principal and the resource map updated by SBLT.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #7

Action:
The SBLT will analyze data for the students currently utilizing the materials identified on the resource map and see if the data reflects an increase in achievement in the areas of focus.

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
At the end of the year

Evidence of Completion:
A newly updated resource map will be available for use during new team intervention meetings and grade levels PLCs.

Goal #7:	Increase the % of students scoring 3 or above on Reading FCAT 2.0 by 10% during the 2013-2014 school year.
Barrier #3:	Lack of differentiated instruction in some classrooms
Strategy #2 to Overcome the Barrier	2. Provide formative assessments to inform differentiation in instruction

Step #1 to Implement Strategy #2

Action:
All teachers will utilize school wide specific and parallel formative assessments.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Will be used monthly and for the entire school year

Evidence of Completion:
Notes from grade level PLC meetings and notations in teacher lesson plans.

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #7

Action:
Team leaders will discuss and decide upon which formative assessments will be utilized bi-monthly and inform administrative team of those decisions. These assessments will then be used as a basis for identifying further areas of improvement and next steps in increasing student performance. Following the RtI process any student(s) identified as struggling to make gains will be referred for further intervention and progress monitoring.

Person or Persons Responsible:
Teachers and Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion
Administrative PLC notes

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #7

Action:
FAIR data and Common Assessment

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
After each testing cycle

Evidence of Completion:
Evidence of improved student achievement in the areas covered with the formative assessments.

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).
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

Bay Point Elementary receives no funding outside that which is provided through district resources (i.e. magnet funding, SIP and discretionary). The funds usage is coordinated through discussion with administrative team, SAC and site based SBLT.

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.

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 #1: Increase the Annual Measurable objective of African American Students in reading from 41.5% to 55% during the 2013-2014 school year.

Barrier #3: Lack of differentiated instruction in some classrooms

Strategy #2: Additional professional development to address Differentiated instruction

Action Step #1: The school will provide and/or identify professional development opportunities that will help teachers become more knowledgeable and comfortable with differentiating instruction.

Facilitator leader
Andrea Sanchez and Ms. DePerro

Participants
Administrative Team and Guidance Counselor

Target dates or schedule
Site based or district sites

Evidence of Completion and Person Responsible for Monitoring
Notation on professional development calendar and LMS.
(Person Responsible: Administrative Team and Guidance Counselor)

Goal #2: Increase the number of 5th grade students scoring at or above Science FCAT 2.0 Level 3 to 56%

Barrier #1: Insufficient Standards based instruction

Strategy #1: Additional professional development, including Professional Learning Community discussions, to address instructional staff's knowledge of Common Core Standards and the transition from current Sunshine State Standards.

Action Step #1: The school will devise professional learning opportunities that specifically focus on strategies to support teachers in integrating ELA and Math Common Core standards in Science.

Facilitator leader
Administrators, Mrs. Sanchez

Participants
Administrators, Guidance Counselors and Team Leaders

Target dates or schedule
Pre-school and during site based professional learning days and PLC meetings.

Evidence of Completion and Person Responsible for Monitoring
Lesson plans
PD sign-sheets
(Person Responsible: Administrators, Guidance Counselors and Team Leaders)

Goal #4: Increase the number of students scoring at or above a Level 3 on Math FCAT 2.0 to 63%

Barrier #1: Insufficient Standards based instruction

Strategy #1: Additional professional development, including Professional Learning Community discussions, to address instructional staff's knowledge of Common Core Standards and the transition from current Sunshine State Standards.

Action Step #1: The school will devise professional learning opportunities that specifically focus on the transition from Sunshine State standards to Common Core Standards, including creation of a Focused PLC roadmap.

Facilitator leader
Administrators, Mrs. Sanchez

Participants
Administrators, Guidance Counselors and Team Leaders

Target dates or schedule
Pre-school and during site based professional learning days and PLC meetings.

Evidence of Completion and Person Responsible for Monitoring
Lesson plans
PD sign-sheets
(Person Responsible: Administrators, Guidance Counselors and Team Leaders)

Goal #7: Increase the % of students scoring 3 or above on Reading FCAT 2.0 by 10% during the 2013-2014 school year.

Barrier #1: Insufficient Standards based instruction

Strategy #1: 1. Additional professional development to address instructional staff's knowledge of Common Core Standards and the transition from current Sunshine State standards.

Action Step #1: The school will devise professional learning opportunities that specifically focus on the transition from Sunshine State standards to implementation and fidelity to Common Core standards.

Facilitator leader
Administrators, Guidance Counselor

Participants
Administrators and Guidance counselor

Target dates or schedule
Pre-school and during site based professional learning days

Evidence of Completion and Person Responsible for Monitoring
Lesson plans
Student assessment results on Common Assessments

(Person Responsible: Administrators and Guidance counselor)

Budget

Budget Detail