FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0231 - Bay Vista Fundamental Elementary School
District: 52 - Pinellas
Principal: Kristen Sulte G
SAC Chair: Debra Nelson
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	**Physical**	**Mailing**
	5900 DR MARTIN L KING ST S St Petersburg, FL 33705	5900 DR MARTIN L KING ST S St Petersburg, FL 33705
Phone Number:	727-893-2335	
Web Address:	http://www.bayvista-es.pinellas.k12.fl.us	
Email Address:	0231.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	32%			
Minority:	48%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	A	A	A

Current School Status

School Information

School-Level Information

School Bay Vista Fundamental Elem.

Principal's name Kristen Sulte G

School Advisory Council chair's name Debra Nelson

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

Name	Title
Kris Sulte	Principal
Nancy Lott	Guidance Counselor
Beth Figard	Curriculum Specialist
Jana Hill	ESE Resource teacher
Amelia Neal	Psychologist
Toni Maynard	Speech Pathologist

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).

Describe the membership of the SAC including position titles
SAC is comprised of parents and staff meeting all statue stautes. Parents hold Chair, Co Chair and Secretary positions.

Describe the involvement of the SAC in the development of this school improvement plan
Describe the involvement of the SAC in the development of this school improvement plan. SAC input is gathered at the end of the school year and in conjunction with school data and district initiatives is used to write the plan. SAC votes on plan and any disbursement of funds during the September meeting.

Describe the activities of the SAC for the upcoming school year
SAC will be involved with Common Core training, data disaggregation and topics of their choosing.

Describe the projected use of school improvement funds and include the amount allocated to each project
The $3,000 will go towards salary for Extended Learning and TDE for Professional Development.

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

Administrators

 # Administrators 1

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

Administrator Information:

Kristen Sulte G

Principal	Years as Administrator: 16	Years at Current School: 10
Credentials	MS Educational Leadership	
Performance Record	Bay Vista has earned an "A" for the last 9 years. FCAT data – for the 2012-13 school year: Reading- 76%, Math 67%, Writing 83%, Science 82%. Annual Learning Gains- in Reading 81%, in Math 67% Our lowest 25% in reading gains were 86% and in Math 58%.	

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:

Paige Michaels

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers 45

 # receiving effective rating or higher 100, 222%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 222%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 98, 218%

 # ESOL endorsed 13, 29%

 # reading endorsed 2, 4%

 # with advanced degrees 48, 107%

 # National Board Certified 22, 49%

 # first-year teachers 2, 4%

 # with 1-5 years of experience 4, 9%

 # with 6-14 years of experience 31, 69%

 # with 15 or more years of experience 62, 138%
Education Paraprofessionals
# of paraprofessionals 0
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0
 # 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. Teachers are involved in the development of the SIP and subsequently write their IPDP and align their training to school wide initiatives. When teaching openings occur staff provides input into teacher qualities and are part of the interview team. Administrator works with all groups within the school to address issues and refine processes. All teachers are involved in Professional Learning Communities which meet on a weekly basis.
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 All new teachers to Bay Vista are paired with a member of their teaching team to provide guidance as it relates to Bay Vista and fundamental policies. Teachers brand new to the field of teaching are also assigned to our school based mentor, Lori Bjostad. New teachers are observed formally and in walk throughs. Feedback is provided and time is allotted for mentor and mentee to meet for lesson planning and modeling
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 The team provides data and interventions being used on: Tier 1, 2, and 3 students. The RtI problem solving process is an integral part of our strategies in Reading and Math for all students. The SBLT meets the first of each month and as needed to review data and interventions. Each member is also part of a grade level PLC and meets with them to discuss core instruction as well as interventions and student data.
What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of

intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Part-time Curriculum Specialist and Guidance Counselor:
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills
Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
Monthly School based Leadership meetings to monitor data and interventions. Monthly leadership Meetings to monitor the action steps written in SIP

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)
Comprehensive Assessment Test (FCAT) and Florida Assessment Instruction in Reading (FAIR), AIMS Web Probes.
Progress Monitoring: AIMS Web Probes and End of the unit assessments
Midyear: Florida Assessments for Instruction in Reading (FAIR) and Common Assessments
End of year: FAIR, FCAT
Frequency of Data Days: End of unit tests are monitored for Tier One. Progress Monitoring is done every two weeks for Tier 2 and every week for Tier 3. Data is reviewed every two weeks in PLC

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

One half day of preschool will be devoted for training on RTI process. Behavior Committee will conduct training for the entire year on the PBS/RtI process for all staff. Parents are addressed at a parent meeting on the processes as well as during parent conferences and tier 2 and 3 conferences

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).

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

The school supports the district and sends students to summer school programs to extend their learning time. Students also receive additional reading support and enrichment through walk to read and extended learning. All interventions are researched based and are implemented with fidelity. Students have the opportunity to enrich themselves as part of clubs offered through the school in an effort to help students become more well- rounded. Progress monitoring data is kept and analyzed to determine effectiveness or changes needed. Teachers in grades 3, 4 and 5 offer after school tutoring at no cost to students. All school staff are responsible for enhancing the learning of our students. The school offers enrichment in Math for students in grades 3-5.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Kris Sulte	Principal
Nancy Lott	Guidance Counselor
Bonnie Begany	Teacher
Kristen Griffis	Teacher
Sandy Janack	Teacher
Pam Gurd	teacher
Anita Bianchi	Acting Administrator
Jenn Smith	Learning Specialist
Angie Mullaney	Teacher
Lori Bjostad	Teacehr

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

The LLT meets the 2nd Monday of month and provides support for implementation of Common Core State Standards, high yield strategies , district and school wide initiatives. Team members will provide all training for staff and act as model classrooms for all teachers.

What will be the major initiatives of the LLT this year?
Implementation of the Common Core and High Yield Teaching Strategies

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
Being a school of choice, we work with families throughout the year during tours and an open house to educate them on the fundamental system and policies. We send out brochures to preschools we currently receive kids from to help with education

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	76%		No	78%
American Indian				
Asian				
Black/African American	59%	55%	Yes	63%
Hispanic	95%	95%	Yes	96%
White	84%		No	86%
English language learners				
Students with disabilities	81%		No	83%
Economically disadvantaged	64%		No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	25%	
Students scoring at or above Achievement Level 4	166	51%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		81%	85%
Students in lowest 25% making learning gains (FCAT 2.0)		86%	89%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
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]*		100%
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]*		100%

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	110	83%	88%
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	76%	67%	No	78%
American Indian				
Asian				
Black/African American	58%	43%	No	63%
Hispanic	84%	90%	Yes	86%
White	86%	77%	No	87%
English language learners				
Students with disabilities	67%	46%	No	70%
Economically disadvantaged	61%	47%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	31%	34%
Students scoring at or above Achievement Level 4	117	36%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	63%

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	37	34%	37%
Students scoring at or above Achievement Level 4	52	48%	51%

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 8: Early Warning Systems

Elementary School Indicators

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

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

Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). 100% are involved in parent engagement opportunities including: volunteering, required parent meetings, 3 required parent conferences, signaiture on all homework and attendance at special PTA events

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the percentage of volunteers from 89% to 91%	895	89%%	91%%

Goals Summary

> **Goal #1:**
> To increase the percentage of Level 3 or above from 76% o 80%
>
> **Goal #2:**
> To increase the percentage of students making a learning gain from 81% to 85%.
>
> **Goal #3:**
> To increase the percentage of students in the lowest 25% making a learning gain from 86% to 89%.
>
> **Goal #4:**
> To increase the percentage scoring at a 3.5 or above from 83% to 88%.
>
> **Goal #5:**
> To increase the percentage of students scoring a 3 or above from 67% to 75%
>
> **Goal #6:**
> To increase the percentage of students making a learning gain from 67 to 75%.
>
> **Goal #7:**
> To increase the percentage of the lowest 25% making a gain from 58% to 63%
>
> **Goal #8:**
> 85% of students will score a levell 3 or above.
>
> **Goal #9:**
> 80% of students taking formative assessments will score 75% or higher in grades 2-5
>
> **Goal #10:**
> 80% of students will increase their score on district mid year science assesment by 5 points in grades 2-5

Goals Detail

Goal #1:	**To increase the percentage of Level 3 or above from 76% o 80%**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains
Resources Available to Support the Goal	• Scores on cold read tests District based assessments Running Records
Targeted Barriers to Achieving the Goal	• Inconsistences in direction for the instruction of new reading program • Lack of Pro Ed. Dev.t in planning and usage of new reading program

Plan to Monitor Progress Toward the Goal

Action:
Cold Read tests

Person or Persons Responsible:
80% Students

Target Dates or Schedule:
Weekly

Evidence of Completion:
Score on FCAT 2.0

Goal #2:	To increase the percentage of students making a learning gain from 81% to 85%.
Targets Supported	• Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains
Resources Available to Support the Goal	• Teacher made and research based formative assessments End of unit tests Mid year district assessment Pro Ed.Dev. on Gradual Release Model Use of a rubric to monitor effectiveness Using high yield Instructional strategies Year long study of Common Core
Targeted Barriers to Achieving the Goal	• Lack of Pro Ed. Dev. in planning and usage of new reading materials • Inconsistent direction in the instruction of new reading program

Plan to Monitor Progress Toward the Goal

Action:
Usage of high yield questions

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Principal Observation

Goal #3:	To increase the percentage of students in the lowest 25% making a learning gain from 86% to 89%.
Targets Supported	• Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains

Resources Available to Support the Goal	• Scores on cold read tests District based assessments Running Records Teacher made and research based formative assessments End of unit tests Mid year district assessment Pro Ed.Dev. on Gradual Release Model Use of a rubric Use of a rubric to monitor effectiveness Using high yield Instructional strategies Year long study of Common Core
Targeted Barriers to Achieving the Goal	• Lack of Pro Ed Dev. In planning and usage of the new reading program.

Plan to Monitor Progress Toward the Goal

Action:
Common Core instruction

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Principal Observation

Goal #4:	**To increase the percentage scoring at a 3.5 or above from 83% to 88%.**

Targets Supported	• Writing
Resources Available to Support the Goal	• Weekly quick write checks Mid year district writing assessment Teachers will be trained in effective writing techniques Provide in class support and conferencing during writing instructiom
Targeted Barriers to Achieving the Goal	• Lack of Pro Ed. Dev.. in planning writing instruction within the Reading block

Plan to Monitor Progress Toward the Goal

Action:
Timed writings

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Bi weekly

Evidence of Completion:
Timed writings

Goal #5:	**To increase the percentage of students scoring a 3 or above from 67% to 75%**

Targets Supported	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0

Resources Available to Support the Goal	• Teacher made research based formative assessments End of unit tests Mid-year district assessments Use of rubrics Use of Journal
Targeted Barriers to Achieving the Goal	• Lack of ongoing Pro Ed Dev. of the new Math program

Plan to Monitor Progress Toward the Goal

Action:
Unit tests county assessments

Person or Persons Responsible:
Students

Target Dates or Schedule:
Weekly

Evidence of Completion:
FCAT data

Goal #6:	**To increase the percentage of students making a learning gain from 67 to 75%.**

Targets Supported	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Teacher made research based formative assessments End of unit tests Mid-year district assessments Use of rubrics Use of Journal
	• Teacher made research based formative assessments End of unit tests Mid-year district assessments Use of rubrics Use of Journal
	• Teacher made research based formative assessments End of unit tests Mid-year district assessments Use of rubrics Use of Journal
Targeted Barriers to Achieving the Goal	• Lack of ongoing Pro Ed Dev. for the new math program

Plan to Monitor Progress Toward the Goal

Action:
Add30 minutes additional math instruction

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson Plans

Goal #7:	To increase the percentage of the lowest 25% making a gain from 58% to 63%
Targets Supported	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Teacher made research based formative assessments End of unit tests Mid-year district assessments Use of rubrics Use of Journal
Targeted Barriers to Achieving the Goal	• Lack of ongoing Pro ED Dev for the new math program

Plan to Monitor Progress Toward the Goal

Action:
Formative Assessmentd

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ONGOING

Evidence of Completion:
Lesson plans

Goal #8:	85% of students will score a levell 3 or above.
Targets Supported	• Science - Elementary School
Resources Available to Support the Goal	• FCAT Formative Assessments District Mid Year assessments Utilization of the 5 E Model of instruction Use of rubrics
	• FCAT Formative Assessments District Mid Year assessments Utilization of the 5 E Model of instruction Use of rubrics
Targeted Barriers to Achieving the Goal	• Lack of Pro Ed. Dev of additional instructional process added to Science block

Plan to Monitor Progress Toward the Goal

Action:
Class unit test County Mid year assessment FCAT

Person or Persons Responsible:
Principal Teacher

Target Dates or Schedule:
Weekly Mid Year End of Year

Evidence of Completion:
Assessment scores

Goal #9:	80% of students taking formative assessments will score 75% or higher in grades 2-5
Targets Supported	• Science - Elementary School
Resources Available to Support the Goal	• FCAT Formative Assessments District Mid Year assessments Utilization of the 5 E Model of instruction Use of rubrics
Targeted Barriers to Achieving the Goal	• Lack of Pro Ed. Dev in the additional instruction added to the science block
	Plan to Monitor Progress Toward the Goal

Action:
Class unit tests County Mid Year Test FCAT

Person or Persons Responsible:
Students

Target Dates or Schedule:
Weekly Mid year End of year

Evidence of Completion:
FCAT

Goal #10:	80% of students will increase their score on district mid year science assesment by 5 points in grades 2-5
Targets Supported	• Science - Elementary School
Resources Available to Support the Goal	• Formative Assessments District Mid Year assessments Utilization of the 5 E Model of instruction Use of rubrics
Targeted Barriers to Achieving the Goal	• Lack of Pro Ed Dev inthe additional instruction added to the science block
	Plan to Monitor Progress Toward the Goal

Action:
Rubric

Person or Persons Responsible:
Principal

Target Dates or Schedule:
on going

Evidence of Completion:
Completed rubrics

Action Plan for Improvement

Goal #1:	To increase the percentage of Level 3 or above from 76% o 80%
Barrier #1:	Inconsistences in direction for the instruction of new reading program
Strategy #1 to Overcome the Barrier	: LLT to provide staff development. Principal will engage in walkthroughs with feedback. .

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Staff development

Person or Persons Responsible:
Leadership team

Target Dates or Schedule:
Wednesday PLCs

Evidence of Completion:
feedback and principal 's walkthroughs

Facilitator:
Leadership team

Participants:
teachers

Step #2 to Implement Strategy #1

Action:
Develop rubrics

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Wednesday PLC

Evidence of Completion:
Principal's observation

Step #3 to Implement Strategy #1 - PD Opportunity

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Facilitator:

Participants:

Step #4 to Implement Strategy #1 - PD Opportunity

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Facilitator:

Participants:

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

Action:
training

Person or Persons Responsible:
:LLT

Target Dates or Schedule:
Wed. PLC

Evidence of Completion
PLC attendance

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

Action:
Lesson Plans

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
Lesson Plans

Goal #1:	To increase the percentage of Level 3 or above from 76% o 80%
Barrier #1:	Inconsistences in direction for the instruction of new reading program
Strategy #2 to Overcome the Barrier	Teachers in PLC will work to develop rubrics for lessons. Principal walkthroughs will provide feedback to teachers.

Step #1 to Implement Strategy #2

Action:
Develop rubrics for lessons

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Wed. PLC

Evidence of Completion:
observation

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

Action:
Development of rubrics

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion
Observation of usage

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

Action:
Usage of Rubrics

Person or Persons Responsible:
Principals

Target Dates or Schedule:
ongoing

Evidence of Completion:
observation of rubric usage

Goal #2:	To increase the percentage of students making a learning gain from 81% to 85%.
Barrier #1:	Lack of Pro Ed. Dev. in planning and usage of new reading materials
Strategy #1 to Overcome the Barrier	Leadership team will provide staff development on high yield strategies. Principal to engage in walkthroughs with feedback

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
staff development on high yield strategies

Person or Persons Responsible:
Leadersship Team

Target Dates or Schedule:
Wednesday PLCs

Evidence of Completion:
Principal's walkthroughs obseration

Facilitator:
Leadership Team

Participants:
Leadersship Team

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

Action:
Staff Dev. on high yield strategies

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Wed. PLC

Evidence of Completion
Principal observation and walkthroughs

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

Action:
Use of high yield questions

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
Observation

Goal #3:	To increase the percentage of students in the lowest 25% making a learning gain from 86% to 89%.
Barrier #1:	Lack of Pro Ed Dev. In planning and usage of the new reading program.
Strategy #1 to Overcome the Barrier	Staff Development with Leading the Learning Cadre will be developed. Teachers will work in vertical teams to study Common Core in depth. Teachers will attend district and state held trainings as it relates to Common Core.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Common Core study

Person or Persons Responsible:
Teachers Learning Cadre

Target Dates or Schedule:
Wednesday PLCs County and state trainings

Evidence of Completion:
PLC minutes and training sign in sheets

Facilitator:
Teachers in Learning Cadre

Participants:
Teachers Learning Cadre

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

Action:
Professional Development

Person or Persons Responsible:
LLC

Target Dates or Schedule:
Wed. PLC

Evidence of Completion
Sign in sheet and principal observation

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

Action:
Professional Dev.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
Principal walkthrough and observation

Goal #4:	To increase the percentage scoring at a 3.5 or above from 83% to 88%.
Barrier #1:	Lack of Pro Ed. Dev.. in planning writing instruction within the Reading block
Strategy #1 to Overcome the Barrier	All 4th grade teachers will be trained in the effective instructional techniques for teaching writing

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Writing training

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Wednesday PLCs

Evidence of Completion:
Principal's observation training sign in sheet

Facilitator:
Literacy Coach

Participants:
Teachers

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

Action:
Professional Dev.

Person or Persons Responsible:
Reading Coach

Target Dates or Schedule:
Planned training during Wed. PLC

Evidence of Completion
Principal observation adn sign in sheet

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

Action:
Effective writing instruction

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Principal Observation

Goal #4:	To increase the percentage scoring at a 3.5 or above from 83% to 88%.
Barrier #1:	Lack of Pro Ed. Dev.. in planning writing instruction within the Reading block
Strategy #2 to Overcome the Barrier	Provide in class support and conferencing during writing instruction

Step #1 to Implement Strategy #2

Action:
Support with student writing instruction

Person or Persons Responsible:
Curriculum Specialist teacher assistant

Target Dates or Schedule:
During writing instruction

Evidence of Completion:
Teacher Assistant schedule and Curriculum Specialist calendar

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:
In class writing instruction support

Person or Persons Responsible:
teacher assistant and curriculum specialist

Target Dates or Schedule:
2 times a week

Evidence of Completion
Schedule and calendar

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:
Practice timed writings

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Bi Weekly

Evidence of Completion:
Completed timed writings

Goal #5:	To increase the percentage of students scoring a 3 or above from 67% to 75%
Barrier #1:	Lack of ongoing Pro Ed Dev. of the new Math program
Strategy #1 to Overcome the Barrier	Teachers will set and communicate the purpose for learning and utilize rubrics to access levels of student performance.

Step #1 to Implement Strategy #1

Action:
purpose for learning and use of rubrics

Person or Persons Responsible:
teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
Principal's walkthroughs and observation

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

Action:
Reasons for learning and usse of rubrics

Person or Persons Responsible:
Teachers and students

Target Dates or Schedule:
Ongoing

Evidence of Completion
Principal observation and walkthrough

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

Action:
Usage of rubrics

Person or Persons Responsible:
Teachers and students

Target Dates or Schedule:
ongoing

Evidence of Completion:
Principal Observation

Goal #5:	To increase the percentage of students scoring a 3 or above from 67% to 75%
Barrier #1:	Lack of ongoing Pro Ed Dev. of the new Math program
Strategy #2 to Overcome the Barrier	Utilize math journals and high level questioning strategies

Step #1 to Implement Strategy #2

Action:
journal usage questioning

Person or Persons Responsible:
teachers and students

Target Dates or Schedule:
ongoing

Evidence of Completion:
Principal's walkthroughs and observation

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

Action:
Use of math journals

Person or Persons Responsible:
Students

Target Dates or Schedule:
Ongoing

Evidence of Completion
Principal Obsevation Walkthroughs

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

Action:
Usage of journals

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Observation of student journals

Goal #5:	To increase the percentage of students scoring a 3 or above from 67% to 75%
Barrier #1:	Lack of ongoing Pro Ed Dev. of the new Math program
Strategy #3 to Overcome the Barrier	Utilize formative assessments to inform and differentiate instruction

Step #1 to Implement Strategy #3

Action:
use formative assessments

Person or Persons Responsible:
teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
observation

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

Action:
Formative Assessments Differentiated instruction

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion
Observation of formative assessments used Lesson Plans

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

Action:
Utilization of Formative assessments and Differentiated instruction

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative assessment scores

Goal #5:	To increase the percentage of students scoring a 3 or above from 67% to 75%
Barrier #1:	Lack of ongoing Pro Ed Dev. of the new Math program
Strategy #4 to Overcome the Barrier	Utilize additional 30 minute s of math to remediate and enrich students

Step #1 to Implement Strategy #4

Action:
30 additional minutes of math remediation and enrichment

Person or Persons Responsible:
teacher

Target Dates or Schedule:
daily

Evidence of Completion:
Schedule flow of the day

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

Action:
Additional instruction time

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion
lesson plans

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

Action:
Additional instruction

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Weekly

Evidence of Completion:
class math assessments

Goal #6:	To increase the percentage of students making a learning gain from 67 to 75%.
Barrier #1:	Lack of ongoing Pro Ed Dev. for the new math program
Strategy #1 to Overcome the Barrier	Teachers will set and communicate the purpose for learning and utilize rubrics to access levels of student performance

Step #1 to Implement Strategy #1

Action:
communicate purpose for learning and develop rubric

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLC

Evidence of Completion:
Principal will evaluate, provide feedback during walkthroughs

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	To increase the percentage of students making a learning gain from 67 to 75%.
Barrier #1:	Lack of ongoing Pro Ed Dev. for the new math program
Strategy #2 to Overcome the Barrier	Utilize math journals and high level questioning strategies

Step #1 to Implement Strategy #2

Action:
ensure that learnign goals are statements of knowledge and desigtn rubrics to measure goals

Person or Persons Responsible:
teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
Principal's feedback through walkthroughs

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #6

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 #6

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	To increase the percentage of students making a learning gain from 67 to 75%.
Barrier #1:	Lack of ongoing Pro Ed Dev. for the new math program
Strategy #3 to Overcome the Barrier	Utilize formative assessments to inform and differentiate instruction

Step #1 to Implement Strategy #3

Action:
design and research formative assessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
Principal's observation

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #6

Action:
Usage of formative assessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion
Assessments and instructional groups for guided reading

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #6

Action:
Usage of formative assessments

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Observation of differentiated reading groups

Goal #6:	To increase the percentage of students making a learning gain from 67 to 75%.
Barrier #1:	Lack of ongoing Pro Ed Dev. for the new math program
Strategy #4 to Overcome the Barrier	Utilize aditional 30 minutes of math to remediate and enrich students

Step #1 to Implement Strategy #4

Action:
enrich and remediate students

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
classroom

Evidence of Completion:
Principal's observation

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #6

Action:
Additional math instruction

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion
Lesson Plans

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #6

Action:
30 minutes additional math instruction

Person or Persons Responsible:
principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Observation and walk throughs

Goal #7:	To increase the percentage of the lowest 25% making a gain from 58% to 63%
Barrier #1:	Lack of ongoing Pro ED Dev for the new math program
Strategy #1 to Overcome the Barrier	Teachers will set and communicate the purpose for learning and utilize rubrics to access levels of student performance

Step #1 to Implement Strategy #1

Action:
Training teachers on utilization of rubrics

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Staff PLC training

Evidence of Completion:
Principal will observe

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

Action:
Utilization of rubrics

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion
Rubrics that have been developed by students and teacher

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

Action:
Utilization of rubrics

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Rubrics used by teacher and students

Goal #7:	To increase the percentage of the lowest 25% making a gain from 58% to 63%
Barrier #1:	Lack of ongoing Pro ED Dev for the new math program
Strategy #2 to Overcome the Barrier	Utilize math journals and high level questioning strategies

Step #1 to Implement Strategy #2

Action:
Training on use of formative assessments and their use in differentiated instruction

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Staff PLC training

Evidence of Completion:
Principal's Observation

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

Action:
Utilization of journals

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion
Math journals

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

Action:
Utilization of journals

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Weekly Science tests

Goal #7:	To increase the percentage of the lowest 25% making a gain from 58% to 63%
Barrier #1:	Lack of ongoing Pro ED Dev for the new math program
Strategy #3 to Overcome the Barrier	Utilize formative assessments to inform and differentiate instruction

Step #1 to Implement Strategy #3 - PD Opportunity

Action:
Training on the use of math journals and high level questioning

Person or Persons Responsible:
Leadershiip Team

Target Dates or Schedule:
PLC Staff training

Evidence of Completion:
Principal's observation

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #7

Action:
Formative assessments

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion
Guided reading groups

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #7

Action:
Usage of formative assessments

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson Plans

Goal #8:	85% of students will score a levell 3 or above.
Barrier #1:	Lack of Pro Ed. Dev of additional instructional process added to Science block
Strategy #1 to Overcome the Barrier	Teachers will utiliaze the 5 E model of instruction in the area of science

Step #1 to Implement Strategy #1 - Budget Item

Action:
Articulate the successes of science instruction,

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
Principal feedback

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:
Utilize the 5 E's

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion
Lesson Plans Observation

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:
Utilization of 5 E's instruction

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson Plans

Goal #8:	85% of students will score a levell 3 or above.
Barrier #1:	Lack of Pro Ed. Dev of additional instructional process added to Science block
Strategy #2 to Overcome the Barrier	Teachers will utilize science journals

Step #1 to Implement Strategy #2

Action:
Plan effective use of journaling and provide peer coaching using students' work

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLC

Evidence of Completion:
Principal's observation

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #8

Action:
Usage of Science Journals

Person or Persons Responsible:
Teachers and students

Target Dates or Schedule:
Ongoing

Evidence of Completion
Student Science Journals

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #8

Action:
Utilization of Science Journals

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student Science Journals

Goal #8:	85% of students will score a levell 3 or above.
Barrier #1:	Lack of Pro Ed. Dev of additional instructional process added to Science block
Strategy #3 to Overcome the Barrier	Teachers will use formative assessments to plan for instruction, remediation and enrichment

Step #1 to Implement Strategy #3

Action:
Design and research formative assessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
`PLCs

Evidence of Completion:
Principal's observation

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #8

Action:
Usage of Formativ assessments

Person or Persons Responsible:
teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion
Lesson Plans

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #8

Action:
Usage of formative assessments

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson Plans and obseration

Action Step(s) Missing for Goal #9, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #9:	80% of students taking formative assessments will score 75% or higher in grades 2-5
Barrier #1:	Lack of Pro Ed. Dev in the additional instruction added to the science block
Strategy #2 to Overcome the Barrier	Teachers will set and communicate the purpose for learning and utilize rubrics to access levels of student performance

Step #1 to Implement Strategy #2

Action:
Set expectations and articulate the utilization of rubrics

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
Principal's observation

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #9

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 #9

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #9:	80% of students taking formative assessments will score 75% or higher in grades 2-5
Barrier #1:	Lack of Pro Ed. Dev in the additional instruction added to the science block
Strategy #3 to Overcome the Barrier	Teachers will utilize science journals

Step #1 to Implement Strategy #3

Action:
Articulate the utilization of journal usage in the classroom
Person or Persons Responsible:
Teachers
Target Dates or Schedule:
PLCs
Evidence of Completion:
Principal's observation

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #9

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #9

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #9, Barrier #1, 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 #1 to Goal #9

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #9

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #10:	80% of students will increase their score on district mid year science assesment by 5 points in grades 2-5
Barrier #1:	Lack of Pro Ed Dev inthe additional instruction added to the science block
Strategy #1 to Overcome the Barrier	Teachers will use 5 E model of instruction in the area of science

Step #1 to Implement Strategy #1

Action:
Articulate and demonstrate science strtaegies that have been successful in their classroom instruction
Person or Persons Responsible:
Teachers
Target Dates or Schedule:
PLCs
Evidence of Completion:
Principal's observation

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #10

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #10

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #10:	80% of students will increase their score on district mid year science assesment by 5 points in grades 2-5
Barrier #1:	Lack of Pro Ed Dev inthe additional instruction added to the science block
Strategy #2 to Overcome the Barrier	Teachers will set and communicate the purpose for learning and utilize rubrics to access levels of student performance

Step #1 to Implement Strategy #2

Action:
Design rubrics together and create learning goals that are statements of knowledge

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
Principal's Observation

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #10

Action:
Utilization of rubrics

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion
Utilized Rubrics

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #10

Action:
Utilization of Rubrics

Person or Persons Responsible:
Principal

Target Dates or Schedule:
On going

Evidence of Completion:
Completed rubrics

Goal #10:	80% of students will increase their score on district mid year science assesment by 5 points in grades 2-5
Barrier #1:	Lack of Pro Ed Dev inthe additional instruction added to the science block
Strategy #3 to Overcome the Barrier	Teachers will utilize science journals

Step #1 to Implement Strategy #3

Action:
Discuss effective ways of journaling and peer coach using student work

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
Principals's observation

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #10

Action:
Utilize science journals

Person or Persons Responsible:
teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion
Student Journals

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #10

Action:
Utilization of student journals

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student Journals

Goal #10:	80% of students will increase their score on district mid year science assesment by 5 points in grades 2-5
Barrier #1:	Lack of Pro Ed Dev inthe additional instruction added to the science block
Strategy #4 to Overcome the Barrier	Teachers will use formative assessments to plan for instruiction, remediation, and enrichment

Step #1 to Implement Strategy #4

Action:
Design and research formative asessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
Principal's observation

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #10

Action:
Use formative assessments

Person or Persons Responsible:
teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion
Observation

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #10

Action:
Use of formative assessments

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Observation

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 #1: To increase the percentage of Level 3 or above from 76% o 80%

Barrier #1: Inconsistences in direction for the instruction of new reading program

Strategy #1: : LLT to provide staff development. Principal will engage in walkthroughs with feedback. .

Action Step #1: Staff development

Facilitator leader
Leadership team

Participants
teachers

Target dates or schedule
Wednesday PLCs

Evidence of Completion and Person Responsible for Monitoring
feedback and principal 's walkthroughs
(Person Responsible: Leadership team)

Action Step #3:

Facilitator leader

Participants

Target dates or schedule

Evidence of Completion and Person Responsible for Monitoring

(Person Responsible:)

Action Step #4:

Facilitator leader

Participants

Target dates or schedule

Evidence of Completion and Person Responsible for Monitoring

(Person Responsible:)

Goal #2: To increase the percentage of students making a learning gain from 81% to 85%.

Barrier #1: Lack of Pro Ed. Dev. in planning and usage of new reading materials

Strategy #1: Leadership team will provide staff development on high yield strategies. Principal to engage in walkthroughs with feedback

Action Step #1: staff development on high yield strategies

Facilitator leader
Leadership Team

Participants
Leadersship Team

Target dates or schedule
Wednesday PLCs

Evidence of Completion and Person Responsible for Monitoring
Principal's walkthroughs obseration
(Person Responsible: Leadersship Team)

Goal #3: To increase the percentage of students in the lowest 25% making a learning gain from 86% to 89%.

Barrier #1: Lack of Pro Ed Dev. In planning and usage of the new reading program.

Strategy #1: Staff Development with Leading the Learning Cadre will be developed. Teachers will work in vertical teams to study Common Core in depth. Teachers will attend district and state held trainings as it relates to Common Core.

Action Step #1: Common Core study

Facilitator leader
Teachers in Learning Cadre

Participants
Teachers Learning Cadre

Target dates or schedule
Wednesday PLCs County and state trainings

Evidence of Completion and Person Responsible for Monitoring
PLC minutes and training sign in sheets
(Person Responsible: Teachers
Learning Cadre)

Goal #4: To increase the percentage scoring at a 3.5 or above from 83% to 88%.

Barrier #1: Lack of Pro Ed. Dev.. in planning writing instruction within the Reading block

Strategy #1: All 4th grade teachers will be trained in the effective instructional techniques for teaching writing

Action Step #1: Writing training

Facilitator leader
Literacy Coach

Participants
Teachers

Target dates or schedule
Wednesday PLCs

Evidence of Completion and Person Responsible for Monitoring
Principal's observation
training sign in sheet
(Person Responsible: Teachers)

Goal #7: To increase the percentage of the lowest 25% making a gain from 58% to 63%

Barrier #1: Lack of ongoing Pro ED Dev for the new math program

Strategy #3: Utilize formative assessments to inform and differentiate instruction

Action Step #1: Training on the use of math journals and high level questioning

Facilitator leader

Participants

Target dates or schedule
PLC Staff training

Evidence of Completion and Person Responsible for Monitoring
Principal's observation
(Person Responsible: Leadershiip Team)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Detail

Goal #8: 85% of students will score a levell 3 or above.

Barrier #1: Lack of Pro Ed. Dev of additional instructional process added to Science block

Strategy #1: Teachers will utiliaze the 5 E model of instruction in the area of science

Action Step #1: Articulate the successes of science instruction,

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	