

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 0271 - Bear Creek Elementary School
District: 52 - Pinellas
Principal: Delores Wesley L
SAC Chair: Laura Pomeroy
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 10/29/2013

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Phone Number:	727-893-2332	
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Email Address:	0271.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	88%			
Minority:	61%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> D	<u>2010-11</u> C	<u>2009-10</u> C

NOTE

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

Current School Status	
School Information	
School-Level Information	
School Bear Creek Elementary School	
Principal's name Delores Wesley L	
School Advisory Council chair's name Laura Pomeroy	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Delores Wesley	Principal
Willette Douglas	Assistant Principal
Claudine Kwiatkowski	MTSS Coach
Ann Griffin	Literacy Coach
Emily Fairbanks	Psychologist
Chanda Spanfelner	Diagnostician
Ann Beck	Social Worker
Sharon Johnson-Levy	Guidance Counselor
Deborah Poole	Literacy Interventionist
Melissa Shible	VE Resource
Alicia Capen	SLP
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP Pending	
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 The Bear Creek School Advisory Council (SAC) is a group of stake-holders representing various segments of the community—parents, teachers, students, administrators, support staff, business/industry people and other interested community members.	
Describe the involvement of the SAC in the development of this school improvement plan The SAC collects and analyzes information about the community and the school and receives public input regarding needs (Needs Assessment) of the school. SAC provides ongoing review of the progress being made toward implementation of the school improvement plan. The SAC also evaluates success by monitoring short-term and long-term outcomes.	
Describe the activities of the SAC for the upcoming school year Review 2013-14 SIP Review 2013-14 PIP Update by-laws Provides input on professional development for parents	

<p>Describe the projected use of school improvement funds and include the amount allocated to each project SIP funds will be used to support staff professional development in the implementation of CCSS. Current Budget - \$1500</p>		
<p>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</p>		
<p>If no, describe the measures being taken to comply with SAC requirements N/A</p>		
<p>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).</p>		
<p>Administrators</p>		
<p># Administrators 2</p>		
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>		
<p>Administrator Information:</p>		
<p>Delores Wesley L</p>		
Principal	Years as Administrator: 10	Years at Current School: 2
Credentials	a) AA; BA- Elem Ed; MA-Ed. Leadership and Mathematics	
Performance Record	2013- State Grade D; 2012- State Grade D; 2011- State Grade C; 34% proficiency in math, 38% proficiency in reading, 32% proficiency in science, 58% proficiency in writing, 69% annual learning gains in math, 54% learning gains in reading, 68% annual learning gains in the Lowest 25% in math, 55% annual learning gains in the Lowest 25% in reading.	
<p>Willette Douglas</p>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	AA; BA Elem Ed; MA Ed. Leadership	
Performance Record	2013 – State Grade D; 2012 – D; 2011 – C; 2010 – C / Campbell Park Elementary as Curriculum Specialist. 34% proficiency in math, 38% proficiency in reading, 32% proficiency in science, 58% proficiency in writing, 69% annual learning gains in math, 54% learning gains in reading, 68% annual learning gains in the Lowest 25% in math, 55% annual learning gains in the Lowest 25% in reading.	
<p>Instructional Coaches</p>		
<p># Instructional Coaches 4</p>		
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>		
<p>Instructional Coach Information:</p>		

Claudine Kwiatkowski		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Rtl/MTSS	
Credentials	Elementary Education/ Grades K-6/Exceptional Student Education/ Grades K-12/ Social Science/Grades 5-9 and English for Speakers of Other Languages (ESOL) / Endorsement	
Performance Record	2013- State Grade D; 2012- State Grade D; 2011- State Grade C; 34% proficiency in math, 38% proficiency in reading, 32% proficiency in science, 58% proficiency in writing, 69% annual learning gains in math, 54% learning gains in reading, 68% annual learning gains in the Lowest 25% in math, 55% annual learning gains in the Lowest 25% in reading.	
Ann Griffin		
Full-time / School-based	Years as Coach: 4	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	BA Elem Ed, NBCT, Reading Endorsed	
Performance Record	2013- State Grade D; 2012- State Grade D; 2011- State Grade C; 34% proficiency in math, 38% proficiency in reading, 32% proficiency in science, 58% proficiency in writing, 69% annual learning gains in math, 54% learning gains in reading, 68% annual learning gains in the Lowest 25% in math, 55% annual learning gains in the Lowest 25% in reading.	
TBA		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Mathematics, Science	
Credentials		
Performance Record		
Classroom Teachers		
# of classroom teachers 39		
# receiving effective rating or higher 39, 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. 100, 256%		
# ESOL endorsed 15, 38%		
# reading endorsed 2, 5%		
# with advanced degrees 38, 97%		
# National Board Certified 2, 5%		
# first-year teachers 5, 13%		

with 1-5 years of experience 20, 51%
with 6-14 years of experience 53, 136%
with 15 or more years of experience 20, 51%
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 4
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. 1. First year teachers will be assigned a site-based mentor to meet with weekly for ongoing guidance (Lead Mentors will support this initiative) 2. Pinellas county's taxpayers passed a referendum which funds higher salaries for all teachers (County-wide initiative which is reviewed every 4 years pay tax payers. 3. Title I; Supplemental Title I Funds are allocated to further facilitate increased student achievement. Through these funds, Title I Hourly Teachers and a MTSS Coach are retained.
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 N/A - we currently no new teachers have been added to our staff
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 Use problem-solving data collection and strategic planning to make consensus decisions, build infrastructure and monitor the implementation of best practices to support MTSS.
What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? - Principal (Delores Wesley) - Monitor the process - Assistant Principal (Willette Douglas) - Time keeper; helps team begin on time and ensures adherence to agreed upon agenda - MTSS Coach (Claudine Kwaitkowski) - Generates agenda, leads meeting discussion and generally facilitates the meeting

- Language Arts Coach (Ann Griffin) - provide feedback and support for staff
- Psychologist (Emily Fairbanks) - assist team in accessing and interpreting (aggregating/disaggregating) the data
- Social Worker (Ann Beck) - assist team in accessing and interpreting EWS data
- Diagnostician (Chanda Spanfelner) - assist team in accessing and interpreting (aggregating/disaggregating) the data
- Guidance Counselor (Sharon Johnson-Levy) - assist team in accessing and interpreting (aggregating/disaggregating) discipline data
- VE Resource teacher (Melissa Shible) - provide feedback and resources were needed
- SLP(Alicia Capen) - provide feedback and resources were needed

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

MTSS team meets every Tuesday at 7:30 am in the data room to review/revise current processes, analyze Tier 1, Tier 2 and Tier 3 progress and make adjustments to current plans as needed. The team uses student performance data to make decisions about instruction, SIP goals and eligibility.

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)

Baseline: Baseline data and Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Phonics Survey, Spelling Inventory, Pinellas County Common Assessment and Running Record data K-5
 Progress Monitoring: Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), Phonics Survey, Spelling Inventory, Curriculum Based Measurement (CBM), AIMS Web, Running Record Data
 Midyear: FAIR, Pinellas Classroom Assessment Series (PCAS)
 Diagnostic: FAIR
 End of Year: FAIR, FCAT, PCAS and Running Record Data
 Frequency of Data Dates: Weekly progress monitoring for Tier 3
 Behavior: Referral and incident reports to identify tier 1 areas of concern and to form Tier 2 groups. This data will also be used for progress monitoring at Tier 2/ Tier 3 progress monitoring is individualized based on the needs of the student.
 In the area of behavior, Bear Creek tracks behavior interventions and anecdotal information on an individual student basis. We use the district database (Portal) to log in referrals and suspensions.

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

The MTSS Leadership team met over the summer to plan for necessary revisions in the MTSS process for the upcoming school year. It was determined that the MTSS Leadership Team will meet weekly to build clarity/capacity in our processes and develop a time-line for staff professional development in weekly PLCs and during common planning.

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:** 200**Strategy Purpose(s)**

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

Strategy Description

This year we will be implementing "Promise Time" and " The Learning Academy", both before/after school extension and enrichment program(s)to provide students with extended learning opportunities. We will expand the school year by at least 200 minutes to improve student outcomes in core academic subjects, broaden enrichment opportunities, and improve instruction by adding more planning and professional development time for teachers.

Our goal is to have a math, reading and STEM afternoon learning academies.

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

OPM data collection will take place every six weeks to determine where adjustments to the curriculum should be made and whether or not the implementation is effective. Data collection tools such as running records, and formal/informal district approved assessment tools will be used to monitor student progress.

Who is responsible for monitoring implementation of this strategy?

Administration will be responsible for monitoring the implementation of extended learning.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Delores Wesley	Principal
Willette Douglas	Assistant Principal
Ann Griffin	Literacy Coach
Deborah Poole	LLI Interventionist
Claudine Kwaitkowski	MTSS Coach

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?

- Differentiation of Instruction for Tier 2 and Tier 3 Students
- Common Core implementation/Unpacking of standards in K-5
- Increasing the RIGOR of core instruction

<ul style="list-style-type: none"> • Planned collaboration and analysis of data (FAIR)/Running Record/OPM during PLCs . Journaling across all content areas .Running Record . Guided Reading Implementation K-5
<p>Every Teacher Contributes to Reading Instruction</p>
<p>Describe how the school ensures every teacher contributes to the reading improvement of every student N/A - Elementary</p>
<p>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).</p>
<p>Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable Kindergarten Teachers will host an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.</p>
<p>College and Career Readiness This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? N/A - Elementary</p>
<p>How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? N/A - Elementary</p>
<p>Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C N/A - Elementary</p>

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	48%	38%	No	54%
American Indian				
Asian				
Black/African American	34%	22%	No	41%
Hispanic	46%	67%	Yes	1%
White	62%	47%	No	66%
English language learners				
Students with disabilities	33%	7%	No	39%
Economically disadvantaged	45%	38%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	22%	29%
Students scoring at or above Achievement Level 4	27	15%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	94	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	96	55%	60%

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)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		0%

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	28	57%	61%
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	48%	34%	No	53%
American Indian				
Asian				
Black/African American	28%	15%	No	35%
Hispanic	56%	60%	Yes	60%
White	67%	47%	No	70%
English language learners				
Students with disabilities	29%	0%	No	36%
Economically disadvantaged	43%	31%	No	49%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		40	23%	31%
Students scoring at or above Achievement Level 4		18	10%	19%
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				
Learning Gains				
		2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		121	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		119	68%	71%
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		12	19%	27%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>		22%
Florida Alternate Assessment (FAA)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6				
Students scoring at or above Level 7				
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)	1		2
Participation in STEM-related experiences provided for students	0		
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	98	25%	23%
Students retained, pursuant to s. 1008.25, F.S.	22	6%	5%
Students who are not proficient in reading by third grade	43	68%	61%
Students who receive two or more behavior referrals	59	13%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	6%	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			
This information is included in Bear Creek's 2013-14 parental involvement plan.			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of curriculum based parental involvement activities	8	42%	60%
Area 10: Additional Targets			
Description of additional targets			
Bradley MOU - To close the achievement gap between Black and non-black students to meet our 2014 AMO targets.			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Black students will increase reading proficiency by 10% as measured by FCAT 2.0	19	22%	30%
Black students will increase math proficiency by 10% as measured by FCAT 2.0	13	15%	24%

Goals Summary

Goal #1:

Increase the percentage of students proficient in the area of math from 34% to 41% as measured by the 2013-14 FCAT 2.0, and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in math.

Goal #2:

Increase the percentage of students proficient in the area of science from 32% to 38% as measured by the 2013-2014 FCAT 2.0

Goal #3:

Increase the number of Title I curriculum based parental involvement events from 42% to 60%.

Goal #4:

Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.

Goal #5:

Increase the percentage of students scoring a 3.5 in writing from 57% to 61% as measured by the 2013-2014 FCAT writing assessment.

Goal #6:

Decrease the number of students identified under the EWS indicators. Please see individual targets as outlined under EWS plan.

Goals Detail

Goal #1: Increase the percentage of students proficient in the area of math from 34% to 41% as measured by the 2013-14 FCAT 2.0, and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in math.

- 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**
- District support
 - Title I funding
 - MTSS
 - Coaching model
 - Common planning
 - Professional development
 - LLC

- Targeted Barriers to Achieving the Goal**
- Lack of content knowledge
 - Undefined OPM collection/data analysis process for Tier I

Plan to Monitor Progress Toward the Goal

Action:

will show an increase in math proficiency on formative and summative math assessments

Person or Persons Responsible:

Students grades 3-5

Target Dates or Schedule:

Monthly and Quarterly

Evidence of Completion:

Formative assessment data will reflect inscreased student math proficiency in grades 3-5.

Goal #2: Increase the percentage of students proficient in the area of science from 32% to 38% as measured by the 2013-2014 FCAT 2.0

Targets Supported

- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- Coaches (Science and MTSS)
- Science Lab
- SBLT
- STEM related activities
- ELP/STEM Academy

Targeted Barriers to Achieving the Goal

- Lack of content knowledge (teachers)
- Lack of accountability for monitoring science instruction (Is it happening in the classroom?)

Plan to Monitor Progress Toward the Goal

Action:

Monitor student proficiency from AP1 to AP3 on science common assessments. Monitor student science journals for increased level of student knowledge of learning and progress towards science learning goals across all grade levels.

Person or Persons Responsible:

Students grades 3 - 5

Target Dates or Schedule:

Monthly and Quaterly

Evidence of Completion:

Meeting minutes to reflect analysis of science data by administrative team and coaches

Goal #3: Increase the number of Title I curriculum based parental involvement events from 42% to 60%.

Targets Supported • Parental Involvement

- Resources Available to Support the Goal**
- Title I funding
 - Title I Needs Assessment Survey
 - Community Liaison/parental involvement coordinator

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4: Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness

- Resources Available to Support the Goal**
- District support, Title I, Coaches (MTSS, Science and Literacy), Primary Interventionist, Common Planning, Professional Development, LLC and Extended day learning opportunities

- Targeted Barriers to Achieving the Goal**
- Time
 - Tier I data collection process and analyzing of data
 - Lack of student engagement
 - Insufficient standard based instruction

Plan to Monitor Progress Toward the Goal

Action:

3-5th grade students will increase reading proficiency from AP1 to AP3 FAIR data Grades K-5 will increase running record levels at an increased rate in accordance to the running record grade level progression chart.

Person or Persons Responsible:

Students in grades K-5

Target Dates or Schedule:

Monthly and quarterly

Evidence of Completion:

Bell-to-bell instruction Increased student engagement Less teacher talk, more student discussion

Goal #5: Increase the percentage of students scoring a 3.5 in writing from 57% to 61% as measured by the 2013-2014 FCAT writing assessment.

Targets Supported • Writing

- Resources Available to Support the Goal**
- Writing common assessments
 - Site-based literacy coach
 - Common planning time
 - Title I support

Targeted Barriers to Achieving the Goal

- New language arts time allocation

Plan to Monitor Progress Toward the Goal

Action:

The number of students scoring a 3.5 or above in writing will increase in monthly writing formative assessments

Person or Persons Responsible:

SBLT and grade 4 teachers

Target Dates or Schedule:

monthly

Evidence of Completion:

The number of students writing at a level 3.5 and above will increase

Goal #6: Decrease the number of students identified under the EWS indicators. Please see individual targets as outlined under EWS plan.

- Targets Supported**
- EWS
 - EWS - Elementary School

- Resources Available to Support the Goal**
- Social worker
 - Child study team
 - MTSS/SBLT
 - Teachers
- Targeted Barriers to Achieving the Goal**
- Process of identifying students falling under the EWS indicators

Plan to Monitor Progress Toward the Goal

Action:
If there is a decrease in the number of students identified by the EWS indicators

Person or Persons Responsible:
Students previously identified under EWS

Target Dates or Schedule:
May 2013

Evidence of Completion:
Meeting agenda/minutes

Action Plan for Improvement

Goal #1: Increase the percentage of students proficient in the area of math from 34% to 41% as measured by the 2013-14 FCAT 2.0, and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in math.

Barrier #3: Lack of content knowledge

Strategy #1 to Overcome the Barrier Develop a timeline for professional development: 1. Using unpacked math standards to develop math rubrics 2. Training on research based instructional practices in math 3. PD on data collection and analysis

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Develop a timeline for math professional development during grade level PLC meetings.

Person or Persons Responsible:
SBLT and math coach

Target Dates or Schedule:
September and ongoing

Evidence of Completion:
Reflected on master PD schedule

Facilitator:
Various

Participants:
SBLT and math coach

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

Action:

Will collect and chart data from observation tools for evidence of implementation through increased percentage of teacher use of standards based instruction and differentiation of tier 2 and 3 students.

Person or Persons Responsible:

Administration and coaches

Target Dates or Schedule:

Monthly and ongoing

Evidence of Completion

Monthly PLC meeting agendas, walk-through data collection tool.

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

Action:

Monitoring the effectiveness of increased content knowledge by analyzing Tier I data and teacher/ student use of math rubrics.

Person or Persons Responsible:

Coaches and administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly PLC minutes and walk-through data

Goal #1:	Increase the percentage of students proficient in the area of math from 34% to 41% as measured by the 2013-14 FCAT 2.0, and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in math.
Barrier #3:	Lack of content knowledge
Strategy #2 to Overcome the Barrier	1. Develop a process for Tier I collection/analysis of math data 2. Focus PLCs on studying Tier I data 3. Guided data driven lessons created during common planning time

Step #1 to Implement Strategy #2

Action:

LLC (administration, coaches, DA Team and teacher leaders) will meet in early August to develop an outline of desired components for norms for effective PLC meeting times.

Person or Persons Responsible:

Coaches and administration

Target Dates or Schedule:

Ongoing weekly PLC meetings

Evidence of Completion:

Outline of agenda for first meeting (to be held on Wednesday 8/28/13).

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

Action:

Develop professional development calendar per semester

Person or Persons Responsible:

Administration, coaches and DA Team members

Target Dates or Schedule:

Semester 1 Calendar date - Sept. 15th Semester 2 Calendar date - Nov. 15th

Evidence of Completion

Timeline/calendar completed by due date

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

Action:

SBLT will closely monitor where coaches need to intensify support and/or if PD needs to be delivered based on data each month

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

August and ongoing

Evidence of Completion:

PLC minutes/agenda, student progress monitoring data and coaching log.

Goal #2:	Increase the percentage of students proficient in the area of science from 32% to 38% as measured by the 2013-2014 FCAT 2.0
Barrier #1:	Lack of content knowledge (teachers)
Strategy #1 to Overcome the Barrier	Science coach will provide teachers with professional development during common planning.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Plan science professional development.

Person or Persons Responsible:

Science coach/learning specialist

Target Dates or Schedule:

TBA (depends on training calendar)

Evidence of Completion:

School-wide PD calendar

Facilitator:

Science coach/learning specialist

Participants:

Science coach/learning specialist

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

Action:

Evaluation of professional development

Person or Persons Responsible:

Administration and science coach

Target Dates or Schedule:

Monthly

Evidence of Completion

Professional development agenda/sign-in sheets

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

Action:

Effectiveness of science professional development

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Reflected in SBLT meeting minutes/agenda

Goal #2:	Increase the percentage of students proficient in the area of science from 32% to 38% as measured by the 2013-2014 FCAT 2.0
Barrier #2:	Lack of accountability for monitoring science instruction (Is it happening in the classroom?)
Strategy #1 to Overcome the Barrier	Create a system for monitoring the fidelity of science instruction and STEM related opportunities.

Step #1 to Implement Strategy #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.
Barrier #1:	Time
Strategy #1 to Overcome the Barrier	When developing the master schedule, provide opportunities for grade level teams to meet and plan collaboratively.

Step #1 to Implement Strategy #1

Action:

Will develop the master schedule which will allow grades level teams to meet weekly for PLCs and twice a week for collaborative planning.

Person or Persons Responsible:

Master Schedule Committee

Target Dates or Schedule:

May 2013

Evidence of Completion:

Master schedule will be approved by district master schedule approval team.

Step #2 to Implement Strategy #1

Action:

Vertical PLC to discuss reading standards at the different grade levels

Person or Persons Responsible:

Administration, literacy coach and grade level teams

Target Dates or Schedule:

Bi-monthly beginning 2013-14 year

Evidence of Completion:

Administration

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

Action:

Design and implement ongoing support for teachers through structured PLCs (weekly)

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Pre-planning and ongoing

Evidence of Completion

PLC Agendas and meeting minutes

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

Action:

Depth and effectiveness of the coaching cycle on teacher instruction and student achievement

Person or Persons Responsible:

Coaches logs and PLC minutes will be monitored by administration to determine the depth of coaching cycle implementation

Target Dates or Schedule:

Monthly

Evidence of Completion:

PLC agenda and meeting minutes

Goal #4:	Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.
Barrier #1:	Time
Strategy #2 to Overcome the Barrier	Grade level teams will be provided opportunities to collaborate across grade level during school-wide PLCs.

Step #1 to Implement Strategy #2

Action:

Develop a time-line which provides opportunities for grade level team to engage in vertical articulation.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

August

Evidence of Completion:

Master PD/PLC calendar

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

Action:

Monitoring of strategy implementation

Person or Persons Responsible:

Administration

Target Dates or Schedule:

August - June

Evidence of Completion

PLC and professional development training agenda/minutes

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

Action:

Monitor whether grade level teams are meeting as scheduled during common planning and PLC designated times, and whether or not it is effective.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Ongoing

Goal #4:	Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.
Barrier #2:	Tier I data collection process and analyzing of data
Strategy #1 to Overcome the Barrier	The LLC and SBLT will develop a systematic method of collecting and analyzing Tier I data.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Decide on a school-wide Tier I formative assessment tool for reading

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

August 2013

Evidence of Completion:

Completed time-line for monitoring Tier 1 reading instruction and achievement shared with staff.

Facilitator:

Literacy Coach and MTSS Coach

Participants:

SBLT

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Develop a timeline for PLC teams to analyze reading data

Person or Persons Responsible:

LLC

Target Dates or Schedule:

August 2013

Evidence of Completion:

Reflected on school-wide professional development calendar and PLC minutes

Facilitator:

LLC Team

Participants:

LLC

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

Action:

Develop a process for collecting and analyzing Tier I data.

Person or Persons Responsible:

LLC, SBLT and MTSS

Target Dates or Schedule:

Aug/September

Evidence of Completion

Meeting minutes and agenda

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

Action:

Determine the effectiveness of the system in place

Person or Persons Responsible:

LLC and SBLT

Target Dates or Schedule:

As Tier I data due date passes

Evidence of Completion:

LLC and SBLT meeting agenda/minutes

Goal #4: Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.

Barrier #3: Lack of student engagement

Strategy #1 to Overcome the Barrier Teachers will receive ongoing professional development on student engagement.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Professional development on student engagement during PLCs

Person or Persons Responsible:
Administrative team and literacy coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Reflected in PLC/meeting minutes

Facilitator:
Delores Wesley, Willette Douglas and Ann Griffin

Participants:
Administrative team and literacy coach

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4

Action:
Monitor professional development on student engagement.

Person or Persons Responsible:
Administration/Coaches

Target Dates or Schedule:
Ongoing

Evidence of Completion
PLC minutes/agenda

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4

Action:
Increased student engagement as measured by walkthrough data

Person or Persons Responsible:
Administration and coaches

Target Dates or Schedule:
August - ongoing

Evidence of Completion:
Walkthrough feedback forms

Goal #4:	Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.
Barrier #4:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	Teachers will set and communicate the purpose for learning and the learning goals in every lesson

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

During PLCs, administration will facilitate 1 or more meetings and provide teachers with PD regarding the importance of communicating the learning goal of a lesson to students.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

PLC

Evidence of Completion:

Reflected in PLC meeting minutes and agenda.

Facilitator:

Administration and coaches

Participants:

Administration

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

Action:

Monitor the need for professional development regarding communication of the learning goals during a lesson

Person or Persons Responsible:

Administration

Target Dates or Schedule:

As needed based on walk-through information

Evidence of Completion

Walk-through feedback forms

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

Action:

The effectiveness of teachers being able to communicate the learning goal(s) will be evident based on what the student says, and will be able to do.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Ongoing monitoring of how learning goals are communicated will take place throughout the year.

Evidence of Completion:

Walk-through feed back data collection tool.

Goal #4: Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.

Barrier #4: Insufficient standard based instruction

Strategy #2 to Overcome the Barrier Teachers will increase instructional rigor by using complex text and increasing students Tier 3 vocabulary.

Step #1 to Implement Strategy #2

Action:

School-wide professional development on the need for teachers to increase instructional rigor by using complex text and increasing students Tier 3 working vocabulary.

Person or Persons Responsible:

Learning Specialist (AP) and Literacy Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC meeting and training minutes

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

Action:

Monitoring of increased instructional rigor by using complex text and increased use of Tier 3 vocabulary during instruction.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion

Walk-through feedback/data collection tool

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

Action:

Teachers will meet in PLCs at least once per month to review student response to tasks and plan text dependent questions, close reading and skill/strategy based groups to implement during core with students to support their success with complex text.

Person or Persons Responsible:

Administration and coaches

Target Dates or Schedule:

Monthly during PLCs

Evidence of Completion:

Walkthroughs, lesson plans, OPM data using running records, FAIR and FCAT data.

Goal #4:	Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.
Barrier #4:	Insufficient standard based instruction
Strategy #3 to Overcome the Barrier	Teachers will implement high yield instructional strategies and best practices.

Step #1 to Implement Strategy #3

Action:
Implement high strategies and best practices for 2013-14 school year.

Person or Persons Responsible:
Teachers Pre-K - 5

Target Dates or Schedule:
During routine instruction

Evidence of Completion:
Walk-through data and feedback

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

Action:
Teachers will receive continued training and professional development during grade level and school-wide PLCs. Teachers struggling to implement high yield instruction will receive additional one-on-one support from coaches or administration which will be reflected in IPDP.

Person or Persons Responsible:
Administration and coaches

Target Dates or Schedule:
September - June

Evidence of Completion
Walk-through feedback data

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #4 to Goal #4

Action:
Implementation of high yield instructional strategies and best practices. Teachers will readiness for learning occurs by connecting instructional objectives and goals to students.

Person or Persons Responsible:
Administration and coaches

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Walk-throughs, lesson plans, OPM data reviews.

Goal #5:	Increase the percentage of students scoring a 3.5 in writing from 57% to 61% as measured by the 2013-2014 FCAT writing assessment.
Barrier #1:	New language arts time allocation
Strategy #1 to Overcome the Barrier	Developing an instructional plan within the new language arts block to teach basic writing skills.

Step #1 to Implement Strategy #1

Action:

Develop an instructional plan within the new language arts block to teach basic writing skills K-5. Fourth grade teachers will make adjustments to the language arts block to meet the demands of FCAT writing and increase writing stamina.

Person or Persons Responsible:

Teachers, administration and literacy coach

Target Dates or Schedule:

September

Evidence of Completion:

Reflected in lesson plans and daily flow during the language arts block.

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

Action:

Monitor the implementation of writing instructional plan for grade 4.

Person or Persons Responsible:

Administration and literacy coach

Target Dates or Schedule:

September, 2013

Evidence of Completion

PD minutes, coaches log, walk-through observational tool

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

Action:

Monitor whether or not teachers are teaching basic writing skills within the allotted period during the language arts block.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Reflected in lesson plans and observation during walk-throughs.

Goal #6:	Decrease the number of students identified under the EWS indicators. Please see individual targets as outlined under EWS plan.
Barrier #1:	Process of identifying students falling under the EWS indicators
Strategy #1 to Overcome the Barrier	Include a time (monthly) on the master professional development schedule to review EWS data

Step #1 to Implement Strategy #1

Action:

Develop a process for identifying students falling under 2 or more EWS indicators

Person or Persons Responsible:

DA Team

Target Dates or Schedule:

August

Evidence of Completion:

Meeting minutes and agenda

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

Action:

Monitor if the current plan is assisting us in identifying students early who fall into this category

Person or Persons Responsible:

DA Team

Target Dates or Schedule:

October 2013

Evidence of Completion

PLC meeting minutes and data collection tool

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

Action:

Will utilize the problem solving process to determine implementation effectiveness

Person or Persons Responsible:

Child study team

Target Dates or Schedule:

December and May

Evidence of Completion:

data review minutes/agenda

Coordination and Integration

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

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer. This year we will use Title I SAI funds to support "Promise Time" an extended learning program outside of the school day.

Nutrition Programs

Title I coordinates with district food services to provide FREE breakfast and lunch to students in our school.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Other business and community partnerships

Bear Creek has local partnerships with businesses and churches in the community.

This includes - Pack a Sack(weekend food program for identified students), Brentwood Nursing Home, Back to school supplies and Mortgage Investors (staff and student incentives).

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: Increase the percentage of students proficient in the area of math from 34% to 41% as measured by the 2013-14 FCAT 2.0, and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in math.

Barrier #3: Lack of content knowledge

Strategy #1: Develop a timeline for professional development: 1. Using unpacked math standards to develop math rubrics 2. Training on research based instructional practices in math 3. PD on data collection and analysis

Action Step #1: Develop a timeline for math professional development during grade level PLC meetings.

Facilitator leader

Various

Participants

SBLT and math coach

Target dates or schedule

September and ongoing

Evidence of Completion and Person Responsible for Monitoring

Reflected on master PD schedule

(Person Responsible: SBLT and math coach)

Goal #2: Increase the percentage of students proficient in the area of science from 32% to 38% as measured by the 2013-2014 FCAT 2.0

Barrier #1: Lack of content knowledge (teachers)

Strategy #1: Science coach will provide teachers with professional development during common planning.

Action Step #1: Plan science professional development.

Facilitator leader

Science coach/learning specialist

Participants

Science coach/learning specialist

Target dates or schedule

TBA (depends on training calendar)

Evidence of Completion and Person Responsible for Monitoring

School-wide PD calendar

(Person Responsible: Science coach/learning specialist)

Goal #4: Increase the percentage of students proficient in the area of reading from 38% to 44% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.

Barrier #2: Tier I data collection process and analyzing of data

Strategy #1: The LLC and SBLT will develop a systematic method of collecting and analyzing Tier I data.

Action Step #1: Decide on a school-wide Tier I formative assessment tool for reading

Facilitator leader

Literacy Coach and MTSS Coach

Participants

SBLT

Target dates or schedule

August 2013

Evidence of Completion and Person Responsible for Monitoring

Completed time-line for monitoring Tier 1 reading instruction and achievement shared with staff.
(Person Responsible: SBLT)

Action Step #2: Develop a timeline for PLC teams to analyze reading data

Facilitator leader

LLC Team

Participants

LLC

Target dates or schedule

August 2013

Evidence of Completion and Person Responsible for Monitoring

Reflected on school-wide professional development calendar and PLC minutes
(Person Responsible: LLC)

Barrier #3: Lack of student engagement

Strategy #1: Teachers will receive ongoing professional development on student engagement.

Action Step #1: Professional development on student engagement during PLCs

Facilitator leader

Delores Wesley, Willette Douglas and Ann Griffin

Participants

Administrative team and literacy coach

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Reflected in PLC/meeting minutes
(Person Responsible: Administrative team and literacy coach)

Barrier #4: Insufficient standard based instruction

Strategy #1: Teachers will set and communicate the purpose for learning and the learning goals in every lesson

Action Step #1: During PLCs, administration will facilitate 1 or more meetings and provide teachers with PD regarding the importance of communicating the learning goal of a lesson to students.

Facilitator leader

Administration and coaches

Participants

Administration

Target dates or schedule

PLC

Evidence of Completion and Person Responsible for Monitoring

Reflected in PLC meeting minutes and agenda.

(Person Responsible: Administration)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail
