FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 1211 - Fairmount Park Elementary School
District: 52 - Pinellas
Principal: Nina Pollauf
SAC Chair: Lisa Lugo
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 10/30/2013

Address:	**Physical**	**Mailing**
	575 41ST ST S St Petersburg, FL 33711	575 41ST ST S St Petersburg, FL 33711
Phone Number:	727-893-2132	
Web Address:	http://www.fairmount-es.pinellas.k12.fl.us	
Email Address:	1211.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	98%			
Minority:	92%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	F	D	D	F

Current School Status

School Information

School-Level Information

School Fairmount Park Elementary Schl

Principal's name Nina Pollauf

School Advisory Council chair's name Lisa Lugo

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

Name	Title
Benigna Pollauf	Principal
Michael Rebman	Assistant Principal
Randria Williams	Assistant Principal
Charolette Bryant	Curriculum Resource Teacher
Katy Foley	MTSS Coach
Wayne Tucker	Math/Science Resource Teacher

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).
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
Principal - Nina Pollauf
Community Representative - Monica Reynolds
Teacher - Jennifer Paradis
Teacher - Jennifer Loomis
Support Services - Lisa Lugo
Parent Representative - Kesha Baker
Parent Representative - Roshanda Hayes
Parent Representative - Dominique Speights
Parent Representative - Ulas Butler
Parent Representative - Vanessa Grant

Describe the involvement of the SAC in the development of this school improvement plan
We sent home information asking for parents who were interested in serving on our SAC. At our first meeting (September 10) we will identify SAC board members. SAC members will review and provide input into our SIP at a subsequent meeting.

Describe the activities of the SAC for the upcoming school year
•Review/approve the SIP
•Present baseline data in all subject areas
•Review data from each assessment cycle
•Review/approve SIP budget requests

- Review/Title 1 Parent Involvement Plan and budget
- Review Title 1 Compacts
- Share pertinent information from District Leadership meetings
- Review Title 1 Parent Survey Results

Describe the projected use of school improvement funds and include the amount allocated to each project
- Common Core Resource References (Common Core Lesson Book K-5, Common Core Writing Book) for all instructional personnel and Using Common Core Standards 1 per grade level. $2,601.00

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

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

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

Administrators

 # Administrators 3

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

Administrator Information:

Nina Pollauf

Principal	Years as Administrator: 14	Years at Current School: 0

Credentials	B.S. Elementary Education M.S. in Educational Leadership
Performance Record	Earned School Grade of A: 05/06, 07/08, 08/09, 09/10, 10/11, 11/12 (Northwest Elementary) Earned School Grade of B: 06/07, 12/13 (Northwest Elementary)

Michael Rebman

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

Credentials	B.S. Criminal Justice and Sociology M.S. Counseling and Human Resources Post Masters Certification Educational Leadership
Performance Record	Earned School Grade of D: 10/11, 11/12 (Fairmount Park Elementary) Earned School Grade of F: 09/10, 12/13 (Fairmount Park Elementary)

Randria Williams		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	B.S. Elementary Education, Certification Grades (1-6) M.A. Adult Education, Certification in Educational Leadership (All Levels)	
Performance Record	NA	

Instructional Coaches

 # Instructional Coaches 3

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

Instructional Coach Information:

Christine Rose		
Full-time / School-based	Years as Coach: 4	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Elementary Education (Grades 1 – 6), Primary Education (Grades K – 3), Specific Learning Disabilities (Grades K – 12), Mentally Handicapped (Grades K – 12), Reading Endorsement	
Performance Record	09/10, 10/11 Reading Coach at Fuguitt: School Grade of an A 11/12 Reading Coach at Westgate (School Grade of A), Northwest (School Grade of A), Lynch (School Grade of B), and Skycrest (School Grade of A) 12/13 Reading Coach at Blanton (School Grade of C), Westgate (School Grade of B), Bardmoor (School Grade of B), and Gulfport (School Grade of D)	
Kathryn Gualtieri		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	B. S. Elementary Education (K – 6) ESOL	
Performance Record	NA	
Tracy Staley		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Science	
Credentials	B.S. Elementary Education Masters – Curriculum Instruction with Technology Specialization	
Performance Record		

Classroom Teachers

# of classroom teachers 57

 # receiving effective rating or higher 57, 100%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 98%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 57, 100%
 # ESOL endorsed 15, 26%
 # reading endorsed 11, 19%
 # with advanced degrees 16, 28%
 # National Board Certified 1, 2%
 # first-year teachers 23, 40%
 # with 1-5 years of experience 16, 28%
 # with 6-14 years of experience 10, 18%
 # with 15 or more years of experience 8, 14%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
# 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 13
 # receiving effective rating or higher 100, 769%

Teacher Recruitment and Retention Strategies

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

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

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

•School-Based PD - Common Core Implementation / Diversity Training / SW Discipline Plan
•School-Wide PLC Meetings (Weekly) – PMP Development, MTSS Process, 504 Accommodations, Data Review
•IPDP (Deliberate Practice) Development
•Common Planning Blocks (50 minutes daily)
•Grade Level PLC Meetings (Minimum 3X per week)
•Vertical Grade Level Articulation Meetings (Reading & Math)
•Job Embedded PD (Coaches) - CCSS Literacy, Math and Science / Behavior Management / Technology Integration
•Grade Level (TDE) Data Review Meetings - 3X per year
•Academic/Behavior MTSS Weekly Meetings
•Walk-Through Feedback Forms

Teacher Mentoring Program/Plan

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

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

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

Each new teacher will be assigned a mentor/collaborative partner. Planned activities include observation of mentee's instruction with feedback, planning sessions with mentee, connecting lesson activities to common core standards, discussing student progress, analyzing student work, and modeling or co-teaching lessons.

Mentor/Developing Teacher Pairings:

Lecia Ackerman – Leah Veal (Kindergarten)

Emily Westerfield – Courtney Mehlenbacher (Kindergarten)

Beth Woodard – Desirae Spaniel (Kindergarten)

Latoya Rushing – Rachel Molina (1st grade)

Michael Krajnik – Carolyn Dano (1st grade)

Cathryn Raiola – Olivia Huff (1st grade)

Amanda Dryden – Brandy Walker (1st grade)

Maxine Robinson – Erin Edenfield (2nd grade)

Kourtney Bell – Tara Jennelle (2nd grade)

Chris Baker – Laura Schick (2nd grade)

Kristin Vermillion – Melissa Manzi (2nd grade)

Katy Foley – Allie Whitely (2nd grade)

Jennifer Paradis – Cristiana Fryberger (3rd grade)

Emily Loggins – Maggie Allen (3rd grade)

Charolette Bryant – Yerelyn Vega (3rd grade)

Heather Duncan – Melinda Creamer (3rd grade)

Carole Cassidy – Kariann Stevens (4th grade)

Kelly Dorsey- Jennifer Loomis (4th grade)

Katie Gualtiera – Leah Mello (4th grade)

Sam Mincey – Cindy Mishoe (5th grade)

Collaborative Partners

Cristina Austin – Holly Polson (Speech), Chelsea Horsman (Speech)

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

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

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

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

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

Nina Pollauf - Principal, Randria Williams - Assistant Principal, Michael Rebman - Assistant Principal, Charolette Bryant - Curriculum Resource Teacher, Katy Foley - MTSS Coach (Data Manager), Wayne Tucker - Math/Science Intervention Hourly Teacher, Chris Rose - Literacy Coach (Data Manager), Heather Duncan - Literacy Coach (Data Manager), Tracy Staley - Science Coach (Data Manager), Katie Gualtieri - Math Coach (Data Manager), Cathryn Raiola - Behavior Specialist (Data Manager), Jesse Steif - Psychologist (Facilitator), Marcia Youngerman - Social Worker, Kristin Vermillion – - Guidance Counselor, ESE teacher, General Education Teacher.

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

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)

We will monitor the effectiveness of core instruction by utilizing…

Walkthroughs with substantive feedback

Baseline Data: FLKRS, PMRN, AIMSweb, DIBELS, PCAS, FCAT, EDS, PCS Focus

Progress Monitoring: PMRN, Lexia Data Reports (Tier 2), AIMSweb (Tier 3), ST Math Data Reports (Tier 2), Running Records, Curriculum Based Measurement, PCAS Common Assessments, FCAT simulation, EDS, PCS Focus

Midyear: FAIR, PCAS Common Assessment, PCS Focus, EDS

End of Year: FAIR, PCAS, FCAT, EDS, PCS Focus

Tier 2 interventions will be considered effective if 75% of students have a positive response to intervention. Florida Assessment for Instruction in Reading (FAIR) and PCAS/Common Assessments will be utilized as universal screening in reading, writing, math and science across grade levels. Office/Classroom referral data will be utilized as ongoing progress monitoring to measure effective of Tier 2 behavior interventions. EDS and PCS Focus will be utilized to manage system data school wide.

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

MTSS Coach and Psychologist gave an overview of MTSS to staff in August. They reviewed the Academic and Behavior process for Fairmount Park. Follow-up professional development will occur during PLCs through practical application of presented skills with facilitation and support by the MTSS team. Susan Schilt, a district MTSS Staff Developer provides support for our behavior coach and the MTSS team.

Increased Learning Time/Extended Learning Opportunities

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

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Lengthening of the school day by 60 minutes to provide an additional hour of literacy instruction/ integration across the content area.

How is data collected and analyzed to determine the effectiveness of this strategy?
Running Record data, FAIR data, LLI data, Lexia data will be collected and analyzed at MTSS and Data Review Meetings

Who is responsible for monitoring implementation of this strategy?
The School Based Leadership Team will monitor the implementation of the extended day.

Strategy: Summer Program

Minutes added to school year: 12,600

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

Strategy Description
Providing a summer Bridge to Success Science Camp in partnership with USFSP

How is data collected and analyzed to determine the effectiveness of this strategy?
We will compare baseline science PCAS data of students who attended the camp in summer of 2013 to students who did not attend.

Who is responsible for monitoring implementation of this strategy?
The School Based Leadership Team and Science Coach will monitor the implementation of the Bridge to Success Science Camp.

Strategy: Before or After School Program

Minutes added to school year: 540

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
Offer the Mad Science extended learning program to 40 targeted fifth grade students. If there are any open slots, they will be offered to targeted fourth grade students.

How is data collected and analyzed to determine the effectiveness of this strategy?
Pre and post assessment data fiven by the Mad Science program will be collected and analyzed by the Science Coach and School Based Leadership Team. Science FCAT data will also be analyzed.

Who is responsible for monitoring implementation of this strategy?
The School Based Leadership Team will monitor the implementation of the Mad Science extended learning program.

Literacy Leadership Team (LLT)

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

Name	Title
Benigna Pollauf	Principal
Michael Rebman	Assistant Principal
Randria Williams	Assistant Principal
Charolette Bryant	Curriculum Resource Teacher
Katy Foley	MTSS Coach
Christine Rose	Literacy Coach
Heather Duncan	Literacy Coach

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The Literacy Leadership Team creates 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 ensuring that text complexity, along with close reading and

rereading of text is central to lessons
•Providing scaffolding that does not preempt or replace text reading by students, developing and asking text dependent questions from a range of question types, emphasizing students supporting their answers based upon evidence from the text, providing extensive research and writing opportunities
•Support for implementation of common core state standards for literacy in social studies, science, and technical subjects focusing on text, task and instruction

What will be the major initiatives of the LLT this year?
Support for text complexity
•Support for instructional skills to improve reading comprehension
•Support for implementation of common core standards for literacy in social studies, science and technical subjects

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

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
Title 1 Part A funds are used to provide Pre-K to Kindergarten transition services. Title 1 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 1 Part A funds is used to provide classes for three year olds at targeted elementary schools to support early literacy.

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).
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	41%	17%	No	47%
American Indian				
Asian				
Black/African American	40%	14%	No	46%
Hispanic				
White				
English language learners				
Students with disabilities	43%	9%	No	49%
Economically disadvantaged	41%	16%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	12%	47%
Students scoring at or above Achievement Level 4	12	4%	

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	133	48%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	169	61%	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	21	31%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	30%	12%	No	37%
American Indian				
Asian				
Black/African American	29%	8%	No	36%
Hispanic				
White				
English language learners				
Students with disabilities	35%	9%	No	42%
Economically disadvantaged	29%	10%	No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	8%	37%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	116	42%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	169	61%	

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	*[data excluded for privacy reasons]*		21%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		

Florida Alternate Assessment (FAA)

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

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)	4		8
Participation in STEM-related experiences provided for students	200	30%	80%

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	112	21%	
Students retained, pursuant to s. 1008.25, F.S.	155	28%	
Students who are not proficient in reading by third grade	98	87%	
Students who receive two or more behavior referrals	146	27%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	258	40%	

Area 9: Parent Involvement

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

Describe parental involvement targets for your school
We will use the Title 1 Parent Involvement Plan (PIP) for this section.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Effective lesson planning and delivery through purposeful standards based instruction in core will increase student engagement and achievement.

Goal #2:
Increase student performance in math from 12% to 37% as measured by FCAT.

Goal #3:
Increase student performance in reading from 17% to 47% as measured by FCAT.

Goal #4:
Increase student performance in writing from 31% to 70%

Goal #5:
Increase student performance in science from 9% to 27%.

Goal #6:
Reduce the number and percent of discipline referrals and out of school suspensions by 50%.

Goal #7:
Increase performance in reading for our Black/African American students from 14% to 46%.

Goals Detail

Goal #1:	**Effective lesson planning and delivery through purposeful standards based instruction in core will increase student engagement and achievement.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Writing • 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 • Social Studies • Science • Science - Elementary School • EWS • EWS - Elementary School
Resources Available to Support the Goal	•

Targeted Barriers to Achieving the Goal	• Significant number of teachers who are limited in their knowledge of grade level specific content and delivery of curriculum.

Plan to Monitor Progress Toward the Goal

Action:
Delivery of purposeful standards based instruction and increased engagement and achievement

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
FP Instructional Support Model form

Goal #2:	**Increase student performance in math from 12% to 37% as measured by FCAT.**

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	• DA Summer Academy, Core Connections Training, Summer Math Institutes, CCSSI, Math Reads Curriculum, Math, MTSS Coach,Technology Specialists, Curriculum Resource Teacher, ST MATH, GO Math
Targeted Barriers to Achieving the Goal	• Shift to CCSS

Plan to Monitor Progress Toward the Goal

Action:
Positive Data: Continue implementation Questionable: Review additional data Poor: Go through Problem Solving Process

Person or Persons Responsible:
School Based Leadership Team Classroom Teacher

Target Dates or Schedule:
Data Review Meetings

Evidence of Completion:
Meeting from Data Review Meetings

Goal #3:	**Increase student performance in reading from 17% to 47% as measured by FCAT.**

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Writing
Resources Available to Support the Goal	• DA Summer Academy, Core Connections Training, CCSSI Literacy Coach, MTSS Coach, Professional Development during PLCs, Technology Specialists, Curriculum Resource Teacher, Lexia, LLI Teachers
Targeted Barriers to Achieving the Goal	• Significant number of new teachers

Plan to Monitor Progress Toward the Goal

Action:
Positive Data: Continue implementation Questionable: Review additional data Poor: Go through Problem Solving Process

Person or Persons Responsible:
School Based LeadershipTeam Classroom Teachers

Target Dates or Schedule:
Data Review Meetings

Evidence of Completion:
Data Review Meeting Minutes

Goal #4:	**Increase student performance in writing from 31% to 70%**
Targets Supported	• Writing
Resources Available to Support the Goal	• Data Camp, DA Summer Academy, DA Team, District MTSS Staff Developer, MTSS Coach, Literacy Coach, Curriculum Resource Teacher, Technology Specialists, Hourly Teachers
Targeted Barriers to Achieving the Goal	• Significant number of new teachers

Plan to Monitor Progress Toward the Goal

Action:
Positive Data: Continue implementation Questionable: Review additional data Poor: Go through Problem Solving Process

Person or Persons Responsible:
School Based Leadership Team, ClassroomTeachers, Coaches

Target Dates or Schedule:
Data Review Meetings,weekly

Evidence of Completion:
Meeting Minutes from Data Review Meetings

Goal #5:	**Increase student performance in science from 9% to 27%.**
Targets Supported	• Science • Science - Elementary School
Resources Available to Support the Goal	• DA Summer Academy, Leading the Learning Cadre, Mentors, Literacy, Science Coaches, MTSS Coach, Curriculum Resource Teacher
Targeted Barriers to Achieving the Goal	• Significant number of new teachers

Plan to Monitor Progress Toward the Goal

Action:
Positive Data: Continue Implementation Questionable: Review additional Data Poor: Go through Problem Solving Process

Person or Persons Responsible:
School Based Leadership Team Classroom Teachers

Target Dates or Schedule:
Data Review Meetings

Evidence of Completion:
Meeting Minutes from Data Review Meetings

Goal #6:	**Reduce the number and percent of discipline referrals and out of school suspensions by 50%.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Writing • 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 • Science • Science - Elementary School • EWS • EWS - Elementary School
Resources Available to Support the Goal	• Behavior Coach, Behavior Specialists, MTSS Team, Consultants: Keith L. Brown, Baruti Kafele and Kim Townsell, District MTSS Staff Developer

Targeted Barriers to Achieving the Goal	• Significant number of new teachers

Plan to Monitor Progress Toward the Goal

Action:
Positive Response: Continue implementation Questionable Response: Review additional data Poor Response: Go through Problem Sovling Process

Person or Persons Responsible:
School Based Leadership Team Behavior Team

Target Dates or Schedule:
August 2013 - 2014

Evidence of Completion:
Scheduled Data Reviews

Goal #7:	**Increase performance in reading for our Black/African American students from 14% to 46%.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Writing • Math • 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	• Consultants: Keith L. Brown, Baruti Kafele, Kim Townsel, Behavior Coach, Behavior Specialists
Targeted Barriers to Achieving the Goal	• Limited knowledge and skills in motivating African American students to achieve in school and making meaningful connections with students of poverty

Plan to Monitor Progress Toward the Goal

Action:
Positive Data: Continue implementation Questionable: Review additional data Poor: Go through Problem Solving Process

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
Data Review Meetings

Evidence of Completion:
Minutes from Data Review Meetings

Action Plan for Improvement

Goal #1:	Effective lesson planning and delivery through purposeful standards based instruction in core will increase student engagement and achievement.
Barrier #1:	Significant number of teachers who are limited in their knowledge of grade level specific content and delivery of curriculum.
Strategy #1 to Overcome the Barrier	Build teacher content and pedagogical knowledge in grade level specific standards and apply to planning and delivery of instruction.

Step #1 to Implement Strategy #1

Action:
During weekly PLCs teachers will meet with content coaches to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Person or Persons Responsible:
School Based Leadership Team and School Based Coaches

Target Dates or Schedule:
Weekly/Bi-weekly

Evidence of Completion:
PLC Feedback Form, Weekly Coaches Log, Lesson Plans

Step #2 to Implement Strategy #1

Action:
Optional professional development opportunities delievered through district and school level training.

Person or Persons Responsible:
School Based Coaches and District Trainers

Target Dates or Schedule:
Ongoing throughout the calendar

Evidence of Completion:
LMS Transcripts, Coaching Embedded Logs

Step #3 to Implement Strategy #1

Action:
Teachers will attend training identified through IPDP.

Person or Persons Responsible:
Teachers and Administrators

Target Dates or Schedule:
Throughout the calendar year - ongoing

Evidence of Completion:
IPDP, Transcripts, Coaching Logs

Step #4 to Implement Strategy #1

Action:
Mentors are supporting new teachers.

Person or Persons Responsible:
New/Developing Teacher Mentors

Target Dates or Schedule:
Weekly/ongoing

Evidence of Completion:
Mentor Contact Logs, Monthly Mentor Meeting Agendas and Minutes

Step #5 to Implement Strategy #1

Action:
Support for the delivery of instruction through coaching cycles.

Person or Persons Responsible:
Coaches and Administration

Target Dates or Schedule:
Ongoing throughout school year

Evidence of Completion:
Coaching Logs, Coaches Meeting Minutes (Debrief with SBLT)

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

Action:
Walk through using ISM Tool

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
On-going/3 times a year

Evidence of Completion
PLC Feedback Form, ISM Walk Throughs, Debrief Minutes with SBLT, attending PLCs

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

Action:
Lesson plans, PLC Feedback Form,

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plan Log , SBLT initials on PLC Feedback Forms, PLC Notebook

Goal #2:	Increase student performance in math from 12% to 37% as measured by FCAT.
Barrier #1:	Shift to CCSS
Strategy #1 to Overcome the Barrier	Build teacher content and pedagogical knowledge in mathematics by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

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

Action:
During weekly PLCs teachers will meet with the Math Coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Person or Persons Responsible:
School Based Leadership Team Math Coach

Target Dates or Schedule:
August 2013 - June 2014 at weekly PLCs for 50 minutes

Evidence of Completion:
PLC Feedback Form Coaching Log Weekly Weekly Coaches Meeting District and State Assessments

Facilitator:
Math Coach MTSS Coach Curriculum Resource Teacher/Learning Specialist Technology Specialist

Participants:
School Based Leadership Team Math Coach

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

Action:
Attendance and content of PLC meetings Coach's contact hours

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion
PLC Feedback Form Coaches Log

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

Action:
FAIR, PCS Common Assessments, FCAT AIMSweb, DIBELs Next

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
State and District Testing Schedule dates Ongoing Progress Monitoring for Tier 2 and Tier 3

Evidence of Completion:
Scheduled Data Review Meetings

Goal #3:	Increase student performance in reading from 17% to 47% as measured by FCAT.
Barrier #1:	Significant number of new teachers
Strategy #1 to Overcome the Barrier	Build teacher content and pedagogical knowledge in literacy by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

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

Action:
During weekly PLCs teachers will meet with the Literacy Coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Person or Persons Responsible:
School Based Leadership Team Literacy Coach

Target Dates or Schedule:
August 2013 - June 2014, weekly for 50 minutes

Evidence of Completion:
PLC Feedback Form Coaching Log Weekly Coaches Meeting District and State Assessments

Facilitator:
Literacy Coach MTSS Coach Technology Specialists Curriculum Resource Teacher/Learning Specialist

Participants:
School Based Leadership Team Literacy Coach

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

Action:
Attendance and content of PLC meetings Coach's contact hours

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion
PLC Feedback Form Coaches Log

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

Action:
FAIR, PCS Common Assessments, FCAT AIMSweb, DIBELs Next

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
State and District Testing Schedule dates Ongoing progress monitoring for Tier 2 and Tier 3

Evidence of Completion:
Scheduled Data Review Meetings

Goal #4:	Increase student performance in writing from 31% to 70%
Barrier #1:	Significant number of new teachers
Strategy #1 to Overcome the Barrier	Build teacher content and pedagogical knowledge in writing by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

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

Action:
During weekly PLCs teachers will meet with the literacy coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Person or Persons Responsible:
School Based Leadership Team Literacy Coach

Target Dates or Schedule:
August 2013 to June 2014 weekly for 50 minutes

Evidence of Completion:
PLC Feedback Form Coaches Weekly Log Coaches Meeting District and State Assessment

Facilitator:
Literacy Coach MTSS Coach Curriculum Resource Teacher/Learning Specialist

Participants:
School Based Leadership Team Literacy Coach

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

Action:
Attendance and content of PLC meetings Coaches contact hours

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion
PLC Feedback Forms Coaches Log

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

Action:
PCS Common Assessments, FCAT

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
State and District Schedule Testing Dates

Evidence of Completion:
Scheduled Data Review Meetings

Goal #5:	Increase student performance in science from 9% to 27%.
Barrier #1:	Significant number of new teachers
Strategy #1 to Overcome the Barrier	Build teacher content and pedagogical knowledge in science by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

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

Action:
During weekly PLCs teachers will meet with the science coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Person or Persons Responsible:
School Based Leadership Team Science Coach

Target Dates or Schedule:
August 2013 - June 2014 weekly for 50 minutes

Evidence of Completion:
PLC Feedback Form Weekly Coaches Log Weekly Coaches Meeting District and State Assessments

Facilitator:
Science Coach

Participants:
School Based Leadership Team Science Coach

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

Action:
Attendance and content of PLC meetings Coaches Contact Hours

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion
PLC Feedback Forms Coaches Log

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

Action:
PCS Common Assessments FCAT

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
State and District Testing Schedule Dates

Evidence of Completion:
Scheduled Data Review Meetings

Goal #6:	Reduce the number and percent of discipline referrals and out of school suspensions by 50%.
Barrier #1:	Significant number of new teachers
Strategy #1 to Overcome the Barrier	Build teacher pedagogical knowledge and skills in making meaningful relations and working with the diverse needs of students in poverty.

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

Action:
During weekly PLCs and Professional Development Days, teachers will meet with the Behavior Team/ Diversity Consultant to develop knowledge and skills in making meaningful relations and working with the diverse needs of students in poverty.

Person or Persons Responsible:
School Based Leadership Team Behavior Team Classroom Teachers Consultants

Target Dates or Schedule:
August 6, 2013: Keith L. Brown September 13, 2013: Baruti Kafele September 2013 - June 2014: Townsel/Behavior Team, weekly for 50 minutes

Evidence of Completion:
Sign in sheets of training PLC Feedback Form Coaches Log Reduction in referrals and out of school suspensions

Facilitator:
Consultants, Behavior Team

Participants:
School Based Leadership Team Behavior Team Classroom Teachers Consultants

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

Action:
Attendance and content of PLC meetings Behavior Coach Content Hours Number of Discipline Referrals

Person or Persons Responsible:
School Based Leadership Team Behavior Team

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion
PLC Feedback Forms Coaches Log Referral and Suspension Data

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

Action:
Referral Data Out of School Suspension Data

Person or Persons Responsible:
School Based Leadership Team, Behavior Specialists

Target Dates or Schedule:
Beginning, Middle, End of School Year

Evidence of Completion:
Focus Data

Goal #7:	Increase performance in reading for our Black/African American students from 14% to 46%.
Barrier #1:	Limited knowledge and skills in motivating African American students to achieve in school and making meaningful connections with students of poverty
Strategy #1 to Overcome the Barrier	Increase staff knowledge and skills in motivating African American students to achieve in school and establishing meaningful relationships with students of poverty

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

Action:
During Weekly PLCs and Professional Development Days, teachers will meet with the Behavior Team/ Diversity Consultant to develop knowledge and skills in motivating African American students to achieve in school and establishing meaningful relationships with students of poverty.

Person or Persons Responsible:
School Based Leadership Team Site Based Academic Coaches, Behavior Coach, Behavior Specialists

Target Dates or Schedule:
August 6, 2013: Keith L. Brown September 13, 2013: Baruti Kafele September 2013 - June 2014: Kim Townsel/Behavior Team, weekly for 50 minutes

Evidence of Completion:
Sign in sheets of training PLC Feedback Form Coaches Log

Facilitator:
Behavior Team, Consultants

Participants:
School Based Leadership Team Site Based Academic Coaches, Behavior Coach, Behavior Specialists

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

Action:
Attendance and content of PLC meetings Behavior Coach Contact Hours Number of Behavior Calls

Person or Persons Responsible:
School Based Leadership Team Behavior Coach Behavior Specialists

Target Dates or Schedule:
August 2013 - 2014

Evidence of Completion
PLC Feedback Forms Coaches Log Behavior Call Log

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

Action:
FAIR, PCS Common Assessments, FCAT Data AIMSweb, DIBELs Next

Person or Persons Responsible:
School Based Leadership Team Behavior Specialists

Target Dates or Schedule:
State and District Testing Schedule Dates

Evidence of Completion:
Scheduled Data Review Meetings

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

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school
Title 1 Part A funds are utilized to purchase agenda books, compacts, technology, hourly teachers, professional development, and instructional support and materials.
Title I Part C: NA
Title 1 Part D funds are targeted to support continuous educational services in students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. The Promise Time Program will provide tutoring services for our students attending R'Club.
Title II funds are used to increase student achievement through professional development for teachers and administrators and provide literacy, math and science coaches.
Title III funds are used to provide educational materials, bilingual translators, summer programs, and other support services.
Title X funds are used to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Juvenile Welfare Board supports the Pinellas Children's Initiative program in grades Pre-K through 5.
Title 1 coordinates with district Food Services to provide Community Eligibility Option (CEO) where all students receive free breakfast and lunch.
Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old class to support early literacy.

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

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

Goal #2: Increase student performance in math from 12% to 37% as measured by FCAT.

Barrier #1: Shift to CCSS

Strategy #1: Build teacher content and pedagogical knowledge in mathematics by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

Action Step #1: During weekly PLCs teachers will meet with the Math Coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Facilitator leader
Math Coach MTSS Coach Curriculum Resource Teacher/Learning Specialist Technology Specialist

Participants
School Based Leadership Team Math Coach

Target dates or schedule
August 2013 - June 2014 at weekly PLCs for 50 minutes

Evidence of Completion and Person Responsible for Monitoring
PLC Feedback Form br />Coaching Log Weekly
Weekly Coaches Meeting
District and State Assessments br />
(Person Responsible: School Based Leadership Team
Math Coach)

Goal #3: Increase student performance in reading from 17% to 47% as measured by FCAT.

Barrier #1: Significant number of new teachers

Strategy #1: Build teacher content and pedagogical knowledge in literacy by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

Action Step #1: During weekly PLCs teachers will meet with the Literacy Coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Facilitator leader
Literacy Coach MTSS Coach Technology Specialists Curriculum Resource Teacher/Learning Specialist

Participants
School Based Leadership Team Literacy Coach

Target dates or schedule
August 2013 - June 2014, weekly for 50 minutes

Evidence of Completion and Person Responsible for Monitoring
PLC Feedback Form
Coaching Log
Weekly Coaches Meeting
District and State Assessments
(Person Responsible: School Based Leadership Team
Literacy Coach)

Goal #4: Increase student performance in writing from 31% to 70%

Barrier #1: Significant number of new teachers

Strategy #1: Build teacher content and pedagogical knowledge in writing by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

Action Step #1: During weekly PLCs teachers will meet with the literacy coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Facilitator leader
Literacy Coach MTSS Coach Curriculum Resource Teacher/Learning Specialist

Participants
School Based Leadership Team Literacy Coach

Target dates or schedule
August 2013 to June 2014 weekly for 50 minutes

Evidence of Completion and Person Responsible for Monitoring
PLC Feedback Form br />Coaches Weekly Log
Coaches Meeting
District and State Assessment
(Person Responsible: School Based Leadership Team
Literacy Coach)

Goal #5: Increase student performance in science from 9% to 27%.

Barrier #1: Significant number of new teachers

Strategy #1: Build teacher content and pedagogical knowledge in science by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

Action Step #1: During weekly PLCs teachers will meet with the science coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Facilitator leader
Science Coach

Participants
School Based Leadership Team Science Coach

Target dates or schedule
August 2013 - June 2014 weekly for 50 minutes

Evidence of Completion and Person Responsible for Monitoring
PLC Feedback Form
Weekly Coaches Log
Weekly Coaches Meeting
District and State Assessments
(Person Responsible: School Based Leadership Team
Science Coach)

Goal #6: Reduce the number and percent of discipline referrals and out of school suspensions by 50%.

Barrier #1: Significant number of new teachers

Strategy #1: Build teacher pedagogical knowledge and skills in making meaningful relations and working with the diverse needs of students in poverty.

Action Step #1: During weekly PLCs and Professional Development Days, teachers will meet with the Behavior Team/Diversity Consultant to develop knowledge and skills in making meaningful relations and working with the diverse needs of students in poverty.

Facilitator leader
Consultants, Behavior Team

Participants
School Based Leadership Team Behavior Team Classroom Teachers Consultants

Target dates or schedule
August 6, 2013: Keith L. Brown September 13, 2013: Baruti Kafele September 2013 - June 2014: Townsel/Behavior Team, weekly for 50 minutes

Evidence of Completion and Person Responsible for Monitoring
Sign in sheets of training
PLC Feedback Form
Coaches Log
Reduction in referrals and out of school suspensions
(Person Responsible: School Based Leadership Team
Behavior Team
Classroom Teachers
Consultants)

Goal #7: Increase performance in reading for our Black/African American students from 14% to 46%.

Barrier #1: Limited knowledge and skills in motivating African American students to achieve in school and making meaningful connections with students of poverty

Strategy #1: Increase staff knowledge and skills in motivating African American students to achieve in school and establishing meaningful relationships with students of poverty

Action Step #1: During Weekly PLCs and Professional Development Days, teachers will meet with the Behavior Team/Diversity Consultant to develop knowledge and skills in motivating African American students to achieve in school and establishing meaningful relationships with students of poverty.

Facilitator leader
Behavior Team, Consultants

Participants
School Based Leadership Team Site Based Academic Coaches, Behavior Coach, Behavior Specialists

Target dates or schedule
August 6, 2013: Keith L. Brown September 13, 2013: Baruti Kafele September 2013 - June 2014: Kim Townsel/Behavior Team, weekly for 50 minutes

Evidence of Completion and Person Responsible for Monitoring
Sign in sheets of training
PLC Feedback Form
Coaches Log
(Person Responsible: School Based Leadership Team
Site Based Academic Coaches, Behavior Coach, Behavior Specialists)

Budget

Budget Summary by Goal

Goal	Description	Total

Goal #2	Increase student performance in math from 12% to 37% as measured by FCAT.	$61,472
Goal #3	Increase student performance in reading from 17% to 47% as measured by FCAT.	$175,630
Goal #4	Increase student performance in writing from 31% to 70%	$101,617
Goal #5	Increase student performance in science from 9% to 27%.	$55,958
Goal #6	Reduce the number and percent of discipline referrals and out of school suspensions by 50%.	$64,940
Goal #7	Increase performance in reading for our Black/African American students from 14% to 46%.	$133,386
	Total	$593,003

Budget Summary by Resource Type and Funding Source

Resource Type	Personnel	Total
Title 1/SIG	$593,003	$593,003
Total	$593,003	$593,003

Budget Detail

Goal #2: Increase student performance in math from 12% to 37% as measured by FCAT.

Barrier #1: Shift to CCSS

Strategy #1: Build teacher content and pedagogical knowledge in mathematics by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

Action Step #1: During weekly PLCs teachers will meet with the Math Coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Resource Type	Personnel
Resource	MTSS Coach, Technology Specialists, Curriculum Resource Teacher, Math Reads Literature
Funding Source	Title 1/SIG
Amount Needed	$61,472

Goal #3: Increase student performance in reading from 17% to 47% as measured by FCAT.

Barrier #1: Significant number of new teachers

Strategy #1: Build teacher content and pedagogical knowledge in literacy by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

Action Step #1: During weekly PLCs teachers will meet with the Literacy Coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Resource Type	Personnel
Resource	Intermediate Literacy Coach, MTSS Coach, Technology Specialists, Curriculum Resource Teacher, LLI Teachers
Funding Source	Title 1/SIG
Amount Needed	$175,630

Goal #4: Increase student performance in writing from 31% to 70%

Barrier #1: Significant number of new teachers

Strategy #1: Build teacher content and pedagogical knowledge in writing by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

Action Step #1: During weekly PLCs teachers will meet with the literacy coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Resource Type	Personnel
Resource	Intermediate Literacy Resource Teacher, MTSS Coach, Curriculum Resource Teacher, Technology Specialists, Hourly Teachers
Funding Source	Title 1/SIG
Amount Needed	$101,617

Goal #5: Increase student performance in science from 9% to 27%.

Barrier #1: Significant number of new teachers

Strategy #1: Build teacher content and pedagogical knowledge in science by unpacking the standards and developing lesson plans aligned with CCSS based on student needs as indicated by data.

Action Step #1: During weekly PLCs teachers will meet with the science coach to develop lesson plans aligned with standards, analyze data and modify instruction to meet identified students' needs.

Resource Type	Personnel
Resource	MTSS Coach, Curriculum Resource Teacher, Technology Specialists
Funding Source	Title 1/SIG
Amount Needed	$55,958

Goal #6: Reduce the number and percent of discipline referrals and out of school suspensions by 50%.

Barrier #1: Significant number of new teachers

Strategy #1: Build teacher pedagogical knowledge and skills in making meaningful relations and working with the diverse needs of students in poverty.

Action Step #1: During weekly PLCs and Professional Development Days, teachers will meet with the Behavior Team/Diversity Consultant to develop knowledge and skills in making meaningful relations and working with the diverse needs of students in poverty.

Resource Type	Personnel
Resource	Behavior Specialists, Consultants
Funding Source	Title 1/SIG
Amount Needed	$64,940

Goal #7: Increase performance in reading for our Black/African American students from 14% to 46%.

Barrier #1: Limited knowledge and skills in motivating African American students to achieve in school and making meaningful connections with students of poverty

Strategy #1: Increase staff knowledge and skills in motivating African American students to achieve in school and establishing meaningful relationships with students of poverty

Action Step #1: During Weekly PLCs and Professional Development Days, teachers will meet with the Behavior Team/Diversity Consultant to develop knowledge and skills in motivating African American students to achieve in school and establishing meaningful relationships with students of poverty.

Resource Type	Personnel
Resource	Behavior Specialists, MTSS Coach, Technology Specialists, Intermediate Literacy Resource Teacher, Curriculum Resource Teacher, consultants
Funding Source	Title 1/SIG
Amount Needed	$133,386